

Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

Running head: IMPLEMENTATION OF GENRE BASED APPROACH FOR STUDYING THE READING COMPREHENSION PROCESS ON 10TH GRADE STUDENTS IN A PUBLIC SCHOOL

By

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in Arts in the Teaching of English

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May, 2016

Barranquilla, Colombia

Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

NOTA DE ACEPTACIÓN

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Barranquilla, May 30<sup>th</sup> 2016

Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

To

All the teachers who see reading as an important starting point for people emancipating themselves.

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I would like to thank to the students for participating in this research project, for being my motivation to carry it out. I am further indebted to the former Secretary of Education of Atlantic, Carlos Javier Prasca Muñoz, and especially to my tutor, and all my teachers who contributed to make possible one of my biggest goals.

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## 1. Introduction

Language is a lively expression of culture hence people need to develop competence in order to be able to communicate efficiently in their mother language. However, in a globalized world to be monolingual seems not to be sufficient. Thus to learn a second language without detriment of the own language is positive in terms of social equity for the reason that it contributes to promote academia, attitude and cognition of citizens from all sociocultural contexts. In light of this, the role of English around the world is very important to have a better communicative competence since it is considered a common language among a significant number of countries. About this, Graddol (2006) states that “the global spread of English raised not just linguistic, educational and economic issues but also cultural, political and ethical ones” (p. 9).

Nevertheless, accessing to these issues is not possible without developing appropriate reading skills. That is why in Colombia there have been carried out some studies about reading in a foreign language, however there are not much research exploring this issue through the implementation of genre based pedagogy. Moreover, in Francisco José de Caldas School there is a huge concern about improving the students’ reading competence, but they do not how to do it. Then the study contained in this paper is meaningful since it could be a light for EFL teachers to guide their reading practice from text genres.

Applying genre based pedagogy as a reading teaching method could benefit all learner levels since as Rose (2008) said the focus of this approach “is to

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threat differences between students, not as “abilities”, but as differences in skills. Unlike inborn abilities, skills can be taught, if we understand the nature of the task to be learnt, and have effective strategies to teach them” (p. 5) This effectiveness is evident in this study since it was applied for teaching reading in a class whose majority of students were disadvantage. At the end of the process the result demonstrated improvement in the students’ reading comprehension.

The improvement was the result of carrying out actions for answering the research question in order to have insight on how the application of the genre-based pedagogy influence the development of reading comprehension in 10th grade students at Institución Educativa Francisco José de Caldas which is a public school in Baranoa, Atlántico, Colombia. The purpose of this project is to study how the implementation of this approach influences the L2 reading competence in a disadvantaged mixed high school class.

The whole research is the content of this paper organized by chapters in order to orient the readers through the different steps, it accomplished as follows: Theoretical framework, Setting, Methodology, Findings and Discussion, and Conclusions. The theoretical framework attempts to illustrate how the theory guides this research and how it determines the variables to be measure from the research question through operationalization and the discussion. Next the readers will find the setting in which there will be a description of the general context where this research is carried out.

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After getting some notion about the setting the fourth chapter will cover the methodology implemented under the case study paradigm to answer the main research question previously described, and also the instruments this research applied and the corresponding justification on doing so. Finally, the two lasting chapters deal with the findings and discussion, and the conclusion respectively. The first will show the results after analyzing the instruments in light of the theory, whereas the latter will draw with the inferences and considerations as well as implications for EFL teachers.

### 1.1 Research questions

The main research question of this study is as follows: How does the application of the genre-based pedagogy influence the development of reading comprehension in 10th grade students at Institución Educativa Francisco José de Caldas?

Sub questions:

- a) What are the characteristics of the genre-based pedagogy as applied in 10th grade at Institución Educativa Francisco José de Caldas?
- b) What are the characteristics of the text chosen to implement genre based pedagogic?
- c) What did the students learn in terms of reading when they were taught using a genre based pedagogy?

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## 1.2 Research Objectives

The main objective of this research is to evaluate how the application of the genre-based pedagogy influences the development of reading comprehension in 10th grade students at Institución Educativa Francisco José de Caldas.

### Specific objectives

- a. To describe the application of the genre-based pedagogy for the development of reading as applied at IEFJC.
- b. To describe the characteristics of the text chosen to implement genre based pedagogic.
- c. To analyze what the students did and learned in terms of reading when they were taught in genre based pedagogy.

## 1. Theoretical Framework

The objective of this chapter is to illustrate how the theory guides this research and how it determines the variables to be measured from the research question through operationalization and the discussion.

According to Garner and Lambert (as cited in Lion, 1996, p. 35) one of the motivations for people to learn a second language “include the pursuit of status, employment and other benefits exclusive to a linguistic group.” this motivation is encouraged by the power of some countries which have political and economic power to impose their language on another; and the acceptance of those others without questioning such power. In her speech (Montes, 2015) maintains that ac-

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According to her study this language hegemony is evident when there is a positive stereotype for those who speak it. It makes think that finding foreign language speakers expressing gratefulness because their level of reading is not much common.

Knowledge on how to teach reading in order to help students to be competent in this skill is perhaps considered one of the most difficult tasks not just in L2 but in L1. Fortunately there are some theories which could be helpful for those interested in gaining insights about this issue. In this sense the objective of this chapter is to illustrate how the theory guides the present study and how it determines the variables to be measured from the research question through operationalization and the discussion.

### 2.1 Sociocultural theory

Sociocultural theory is an important approach to learning and mental development whose origin is from the Russian Lev Vygotsky who was a psychologist, educator, and philosopher who lived since 1896 to 1934. His theory is known for its arguments about the development of new knowledge from taking the existing cultural patterns which is possible whether people are immerse in cultural interaction with others; for instance, at school.

Moreover, social interaction is regarded as the most significant way to develop higher cognitive process according to Lantolf and Thorne (2007) who stated that “Vygotsky acknowledged that the human mind was comprised of lower-level neurobiological base, but the distinctive dimension of human consciousness was

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its capacity for voluntary control over biology through the use of higher level cultural tools” (p. 198) These tools is what people use as mediation between them and what they find in the society to develop the new knowledge.

This mediation occurs by regulation in which physical process as well as mental such as learning a language is done by others’ intervention. Such regulation could be by object regulation or scaffolding. In the former case objects are used to stimulate children thinking whereas the latter takes places when an expert guides others less expert by providing explicit explanation and tasks until they are able to accomplish such task by themselves. (ibid., p. 206). In the same way Vygotsky (as cited in Walki, 2006, p. 162) points out that “It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”

### 2.2 Definition of reading

Reading is considered one of the most complex communicative skills to develop; this process has been as much interest for many researchers who write definitions in order to explain what it involves. For instance Goodman (1976) states:

Reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. (p.2)

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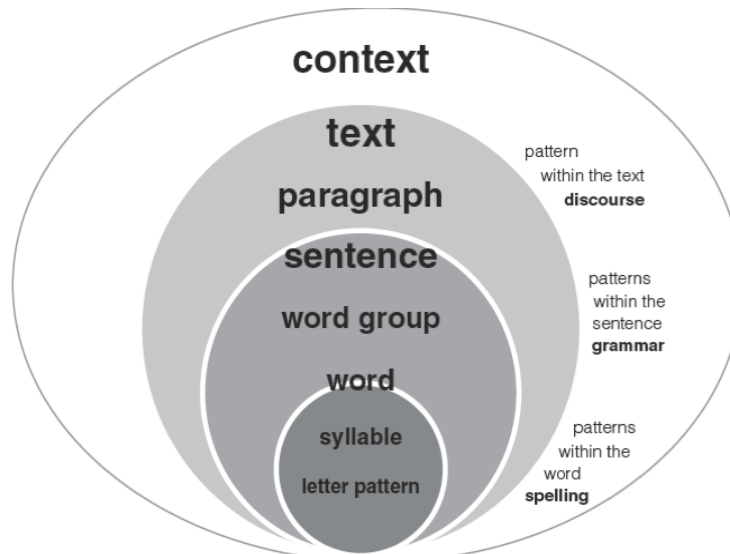
Berardo (2006) conceives reading as “a conversation between writer and/reader, even though the writer is not present” (p. 61). And in his turn Farrell (2009) agrees on the complexity of reading since “it involves both conscious and subconscious actions by the readers. The action that occurs subconscious cannot be seen by anyone” (p.14). Because this invisibility reading aloud is for some teachers an option to notice what the students read; however, this practice does not mean comprehension of the text. He goes further and says that in understanding a written text there are differences between fluent and struggling readers because the former do it by making meaning not focusing in every word but in chunks while the latter concentrate attention on every word without understanding their meaning.

In the same way Chamorro and Barletta (2010) assert that the reading process implies keep in mind what we have already read to relate it with the new information. This facilitates awareness of text cohesion as well as the way the writer presents the information.

Rose (2008) defines reading and writing as a complex processes which require recognition as well as the use of language features. This process is done in three levels: At the level of text. It implies recognition of purpose and structure of the text. At the level of sentence: Knowledge of the arrangement and meaning of each phrase. At the level of word, means to recognize the words' meaning and spelling. Another illustration is that genre, field, tenor and mode are part of the language pattern of a reading. From this view reading is regarded by the author in this order: Context, text, paragraph, sentence, word group, word, syllable, and letter

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pattern which is his top down teaching-learning cycles for reading as is in the graphic below.



*Graphic 1. Top down teaching-learning cycles for reading.*

*Taken from (Rose, 2008, p. 9)*

In this order five actions are mentioned as indispensable for teaching reading: Informing learners about the genre and field, explaining the meaning of the contents of the sentences, scaffolding students to independently understand the meaning of each sentence, telling the meaning of the words, and instructing to recognize and to write the words from the text.

### 2.3 Reading Comprehension.

About reading comprehension Carrel (1998 as cited in Morales & Holguín, 2009, p. 45) stress that “Not only should readers know how reading strategies work, but also, they should understand how to synchronize the strategies in order to use them more effectively and efficiently”



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About reading comprehension Grellet (1982) maintains that the readers use reading strategies according to the purpose of the reading which varies from pleasure to information. She also argues that for developing skill it is important that teachers develop reading exercises where students go from general understanding to detail understanding. Then, challenge them to complex understanding. It is useful to have learners get confidence by the time they face with authentic text which contains unfamiliar vocabulary as well as difficult structures.

Another recommendation is to have students to read authentic texts from the very beginning since what need to be graded are the exercises, not the text. Therefore, reading comprehension should not be taught independently from the other skills. Moreover, for developing a particular reading comprehension skill there are types of questions as well as function of those questions. One of the functions is clarify the organization of the text, and the other is to clarify the content. The former involves cohesive devices among others, and the latter includes inference, direct reference, deduced meaning and evaluation.

Then, for guiding students to approach a text, a teacher should ask students to look at the text as a whole, and then skim it to confirm hypotheses, and then ask questions about its content, re-read slowly and deeper intending to understand as well as answer the questions. Whereas for developing ability on inference the author considers as important combining syntactic, logical and background information.

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Grellet (1982) also outlines about the need of teaching students how to identify subject and verb first, in order to be able to divide paragraph into sentences. Nonetheless, students should be aware that a text is not made by independent sentence, but is a whole written with cohesion and structure which students need recognize.

The author emphasizes that one of the structures required for comprehension and demands more time to develop on students is recognizing the function of the text. It is related to the intention of the author respect to the reader. Whether the purpose of the text is convince, inform, ask. Sometimes non-linguistic form could help to discover the function. But it is clue that the students identify the different ways the information is organized, and also to predict what the text is about, and then to apply accurate strategies for reading it. Another structure to be developed is thematization which helps the learners being familiar with the organization of the text; especially the order of the sentences' components and how that alteration can affect its meaning. After this step, learners can move to comprehension of the text. This comprehension could be tested by different types of questions which involves critical thinking.

In referring to the same issue Duffy (2009) points out that skill is carrying out an action without thinking of it, while strategy is a plan for doing something reasoning during the process. For developing reading comprehension skills it is important that a teacher guides the students to develop reading strategies as well as making them live pleasant reading experiences. Also teachers have to provide real reading

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task for asking learners do in class what they normally do, since in real life, reading is not just done to answer questions.

### 2.4 Reading Model

In order to understand what occurs during the reading process reading models such as top down, bottom up, and the interactive model which is composed by the two former are some of the models some studies present and discuss for reading not just in first, but in second language. The first has direct relation with the background knowledge the readers use to understand a text. It works by readers predicting and then confirming such prediction. For instance, Farrell (2009) says that once the readers face a text they recall prior knowledge to make extrapolation about what its content, they could start from the headline and then continue this process along the reading by checking such prediction. On the contrary the bottom up implies just focusing on individual words or sentences to understand what the text says without interference of the prior knowledge.

In views of Berardo (2006), bottom up is attributed generally to disadvantaged readers since they read word by word to get the meaning of a text; while advantaged readers do this process taking meaning as a whole by connecting ideas from focusing on key vocabulary. About this same issue Alderson (2000 as cited in Berardo, 2006) comes to contribute pointing up that in the reading process both top down and bottom up take places because each factor interacts with the others.

About models Barnett (1989) states that a reading model offers illustration of the reading process that needle new notions about reading, and also offers a para-

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digm against the feature of the reading process that may be verified. The author highlights the variables between text and reader. The former involves vocabulary, syntax, and grammar structure; the latter includes the background knowledge the reader has about world and text, cognitive development, strategies implemented, interest and reason for reading.

### 2.5 Constraints in reading

Alderson (2003 as cited in Farrell, 2009) points out that one of the major inconvenient experimented by some readers concerns to monitor what they read. During this process the strategies are used consciously to understand a text since they are related to goals and objectives. Also after using strategies frequently, the readers become skilled on reading since they are active when they apply strategies.

Farrell (2009) states that “if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by teachers will fail” (p.44) Therefore, familiarizing the learners with what the strategies are as well as explanation about how they work is essential after introducing students to the selected strategies they will study during the course. One of the strategies mentioned by this author is prediction which involves summarizing. The argument is that summarizing helps readers reinforce the recalling process which is vital for improving comprehension.

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### 2.6 Genre based approach

It is important for teachers to be skilled on recognizing the genre of the texts as well of their structure and transitional signals. This might be useful to guide the students to use tools to understand contents by focusing on those features. For instance, teachers could guide the students to be aware that at the beginning of a text they will find information about the events the text will present.

Derewianka (2009) states that “The term ‘genre’ refers to the social nature of texts and how they are involved in the creation of meanings within different discourse communities.” (p.1) In one of his speeches Gouveia (2014) defines genres as “varieties of staged, goal oriented social processes”

Rose and Martin (2012) explain how the genre based literacy pedagogy have studied readings that students are expected to read at schools as well as the use of language by the user in social life. This approach was implemented at Sidney school by 3 phases in 30 years from 1979. Its development was carried out to satisfy indigenous children and disadvantage students’ needs, especially immigrants. This pedagogy was also developed in the learning center at University of Sydney and at NSW migrant English Services. It has extended to countries such as Singapour, Hon kong, UK, Scandinavia, China, Indonesia, South Africa as well as South America. The initial purpose of this approach lays on teaching students how to write at school. It began with investigations about different types of writing in elementary school. The main goal of this approach is to guide students to reach knowledge in an equitable way, provide explicit explanation to the learners, as well as promote equality in education. They claim that it is possible to contribute to the

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students' knowledge development by guiding them to carry out tasks along with practicing challenging activities applying the principle of Zone of Proximal Development (ZPD) instead of low level task. Another debate from the authors is that in some cases learners who behave better in class receive positive feedback while those who are disadvantaged are rarely praised. As consequence, point out the authors, their production is minimum since they try to do just what they consider will be correct to avoid making mistake.

Therefore, genre based pedagogy maintains that teacher needs to design explicit activities to follow steps such as deconstruction, and modeling before asking learners carry out tasks for reading and writing lessons. Consequently, equality is guaranteed in the classroom. This application of equity impacts positively on students since it facilitates their successfully achievement of learning task besides positive feedback from the teacher which help students to be more confident and motivated.

Another fact is that genre based conceives the text as discourse which is integrated by minor units or clauses. One clause is defined as simple sentences whereas two or more clauses correspond to a complex sentence. Also it is expressed that language has three dimensions which is known as register of a text: tenor, field, and mode. The text is organized by discourse (grammar) and phonology or (graphology).

Finally, Martin and Rose (2009) maintain that the purpose of a text is its genre. It defines what the kind of text it is. Sentences are conceived as meaning by genre based pedagogy rather than explain meaning from combination of sounds and group of word in isolation. The fact that this approach has been developed and

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applied to disadvantaged learners make this study consider the possibility to implement it in Francisco José de Caldas school since almost all the students are disadvantaged readers too.

The previous actions of this approach are divided in three steps: Preparing before reading, it means activate background, explain what the text is about, and summarize sequences. Then, detailed reading which implies review the whole sentence, provide prompt for identify wording as well as its meaning. After that, definition, explanation of new concepts, and discussion is expected for preparing learners to read a text comprehensively.

About the organization of the classroom, group of more than two students are recommended. This facilitates support among learners as well as teacher supervision of weaker students. They must be seated where teacher reaches them easily. Also graduating questions according to the level of the learners is recommended.

For monitoring the learners' progress appliance of an initial test before starting the program is recommended, also recording some sessions for being analyzed. A suggestion for selecting texts is to analyze their genre, field, mode and ideology. Finally, the whole process for reading and writing is summarized in six steps: preparing before reading, detailed reading, prepare for writing, joint rewriting, individual rewriting, and independent writing.

Eventhough Martin and Rose (2009) recommend an initial test before conducting a reading research, this study did not consider it since the researcher has taught the group for more than three years and know about their reading weakness.

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During the joint construction and reflection about the reading, the teacher organized the class in group following the approach orientations. There were 3 groups of 5 and 3 groups of 6 students. Each group had two monitors in charge of guarantee contribution of each member as well as control misbehavior. About group work Herazo (2002) argues that it is positive for generating learning while teachers nurture students' improvement in language.

About the teaching cycle, Gouveia (2014) in his speech argues that the importance of setting up the field lies on the need of teaching the students to know the content of the text as well as the structure because "in a way you are deconstructing the text you are making him possible to get into the text" He goes further and points up that

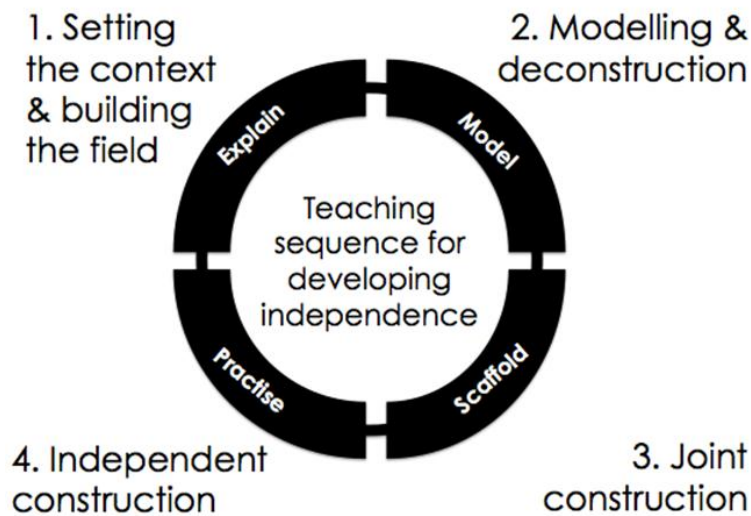
"In the deconstruction moment as a consequence of the reading, when the students are reading the text you are calling their attention to the structure of the text and you are calling their attention to how the text unfold to fulfill a second purpose. How the purpose is connecting with the stages of the text... you are teaching the students to read the text in a better way, and at the same time you are teaching the students to perform better in terms of text production based on a better reading of a text... deconstruction in a way is reading to get the meaning, the actual meaning of the text"

The figure below shows the genre based stages suggested for applying this approach. This study worked only on the three first phases concerning to reading:



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Setting the context and building the field, modeling and deconstruction of the text, and joint construction.



*Graphic 2. Teaching cycle.*

Boccia et al. (2013) provide wide explanation about the reading process phases through genre based philosophy. It shows how after achieving comprehension of the text, students are led to achieve the written step. The authors express considerations about approaching text functionally. They define systemic functional linguistic as wide tools used for making meaning. Also state that authentic texts are accurate for studying making meaning in context rather than in isolated sentences, since the basic function of the language is making meaning; and social purpose is a characteristic of genre. Genre helps to teach text more effectively to advantage and disadvantage students. In consequence, when EFL students are taught about social function of the texts and language making meaning they can use them effectively in social interaction contexts.

Another claim is that used language change in a text according to the linguistic choice of the writer. This choice is done depending on what the writer needs to

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communicate. Then the meaning of the words is conditioned to the message in which it is.

They also talk about the organization of the texts. They are organized in stages and each one has an intention which unfolds in the complete text. By being explicit about the purpose understandable from student's culture as well as the function of the language, teacher can contribute to students' reading understanding and text construction.

The authors call special attention on the background and building up phase of the class. They consider this as an important part of the class for introducing students into the reading. Some activities such as scene of movies, looking pictures, questions for discussion, and tables with information are suggested. For successful work with text they recommend to identify phases and cue words with the students, also do structure of the text observable for them as well as using authentic text in authentic context.

Another recommendation from Boccia et al. (2013) is that during the modeling and deconstruction part of the class the teacher need to spend enough time to emphasize on contextual features, purpose, and used language. Here, being explicit about lexico-grammatical features is required. For this phase the authors list some of the actions teachers must do:

- Have explicit discussion about role of the stages in the text; discuss relation between writer and reader, language choice, and practicing new language from the text.

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- Spend time on scaffolding students until they can do task by themselves; also organize students in collaborative groups for discussing what they have learned before having plenary session.
- After the reading process students can write text from the contribution of whole class.

The information above is very illustrative since it shows how the reading process is the starting point for developing other language abilities such as reading; also how genre based can be an accurate pedagogy for this purpose. Though For accomplish this, teachers need to have well knowledge of this philosophy to scaffold students to understand text structure as well as its systemic function. This approach also challenges teachers to create strategies and activities for doing reading visible rather than immaterial. I agree that this could facilitate students' comprehension of what the text is and the information it contains.

The genre design helps teacher to teach reading. "The entry point from genre, field and phases opens the door for all students to rapidly learn to read and write texts at the level of complexity expected of their level academic study" (Rose, 2006, p.12).He also outlines the development of genre based literacy in the last 25 years reporting that the first research about this pedagogy were carried out to provide guidance on how to write. However, now founded on the students and teachers' needs to comprehend the structure of the meaning in a text, there is a new generation of genre-based literacy pedagogy with the name of Reading to Learn which focuses on teaching reading. The author states that specific genre and purpose are used for training teachers to be skilled on reading comprehension strate-

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gies. His claim is supported by the success of this approach for learners, since it emphasizes on recognition of significant patterns at different levels.

In this pedagogy four semantic rank scales are differentiated as part of a text: genre, stage, phase, and message. However, they are not separated in meaning because each one is related to the other. This is a well-known methodology for implementing a text based syllabus and for being appropriate for disadvantaged learners whose objective is to use whole text in context.

Some of the supporters of this pedagogy are Feez and Joyce (1998) who justify its implementation arguing that disadvantaged students need to be taught by sequenced and explicit to help them to get effective learning. It implies inform the students about what is expected they learn as well as the purpose of the text to be read. Also recommends diagnosing the students to identify strengths and weaknesses. Then a plan and assistance can be provided. An example for providing scaffold to the students is by sequencing scaffolding as follows: Building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text. This approach suggests activate knowledge by presenting the context using visual images.

### 2.7 Functional character of texts

Frances (1999) talks about the functional character of language defining it as a text whose reason is a social purpose that makes sense just in context. She also points out that systemic functional genre pedagogy says that when teachers have enough knowledge about genres and its usefulness for improving L1 and L2

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they could facilitate learning by nurturing the students. Also indicates that one of the reasons for teaching language through genre is because genres “offer students a sense of generic models that are regularly revisited in an English speaking – culture, illuminating ways in which they adapted or accommodated in long bodies of text may be found” (ibid p. 762)

Barletta and Chamorro (2010) give relevance to the way teachers should introduce the text to read “they should familiarize the topic so that the reader has an idea about what he is going to read, or why is going to read it, how it is related to previous topics or to his everyday life, and therefore they could find relevance, significance, and organization to what they read” (p.180). About authentic text Berardo (2006) exposes the reasons for considering the use of authentic text in class arguing that once the learners are out of the school context they will not find the comfort of arranged language but the use of the real one.

About the same issue Rose (2008) draws attention on the importance to teach the students what they need for reading independently arguing that if teachers “do not explicitly teach students the curriculum, only those students who already have good skills in learning from reading can do so successfully. Students who do not already have those skills cannot benefit as much from our teaching activities” (p.1) Then based on the fact that reading is what learners have to do at school along the different curriculum to learn from different texts, it is important to develop this skills in all of them by working with appropriate genres. For instance, says the author, there is a genre report which is common in science, society, and in environment issues.

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The texts belonging to this genre are factual and do not report a series of actions but part of whole things through two stages such as classification and description. The former is the beginning of the text in which the readers find the phenomenon as well as some information as description, appearance or behaviors if it is about animals. The second stage, the description, contains a series of phases or paragraphs through which the author describes what is announced in the classification.

This study decided carry out this research using descriptive report texts because the study group might be exposed to them not just in science but in other curriculum such as foreign or native language. Also they will find it in real life context and standardized test such as what they have to take at the end of high school. Also the characteristics of the texts could be useful for teaching the participants reading comprehension by using the approach already mentioned; the structure of the texts could facilitate teaching recognition of vocabulary as well as word and wording words in context. Furthermore, because the length of the statements it facilitates teaching reading from getting the whole ideas as well as recognizing each sentence boundaries (See appendix).

Halliday (1985) believes that lexical choice is essential for writers to give sense to what they write using lexical patterns such as repetition or synonyms. Also for giving texture in English constructions there is the structural pattern and cohesive pattern. The first is done by thematic structure which involves theme and rheme, which refers to what is mentioned first and what the writer says about it. The second textual patterns are reference, ellipsis and substitution, conjunction

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and lexical cohesion. About this last, it is important to recognize opposite, classificative, temporal, comparative, causal, conditional, concessive, respective, and additive.

Therefore for analyzing the texts there were taken into account the above characteristics of lexical cohesion. (See appendix)

### 2.8 Similar studies from other contexts

Some studies have been carried out to investigate the reading comprehension process by applying genre based pedagogy. For instance, Padilla (2015) conducted a local research on a 9th grade low level readers group. After designing and applying a “theme-based and genre-oriented reading course” he reports the results of the instruments (Observation, test, questionnaire, and think aloud protocol) he said that much of the students used diverse reading strategies such as predicting the content of the text based on the images and the title, besides looking up unfamiliar words in the dictionary, or writing notes on what they thought was clue information. He also found that the result of the reading test applied at the end of the process was “not outstanding”. The researcher said that through the test, the students demonstrated weaknesses for understanding at both levels, literal and inferential. However, there was more comprehension at the literal level. He assumed that the reasons for this difficulties lied on the lack of teaching students to work on reading strategies.

In contrast with the previous result, Rahayungsih (2013) reports “satisfactory” reading comprehension’s improvement in a group of 32 8<sup>th</sup> grade students who

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had problems in recognition of main ideas, text purpose, and words recognition.

The conclusion about their improvement draws after analyzing the test outcomes applied at the end of study. It implemented the genre based pedagogy to teach them some recount texts. The instruments applied were: Observation, questionnaires, and tests. The study states that eventhough the learners are still struggling with words recognition and deeper comprehension; at the end of the process they got improvement specially in identifying text purpose and main ideas.

In the same way Suseno (2014) reports a study for teaching and improving 9th grade students' reading skills along two terms. This research identified the learners' needs and then selected some report and procedure texts to organize the reading units following the teaching learning cycle: Setting the context, modeling, joint construction, and independent construction. The units also included a meta-cognitive section for promoting students self-reflection about their process, likewise a vocabulary section for working on the most complex lexical patterns of the unit. For collecting the data the researcher used two instruments, questionnaires and open-ended questions. The author highlights the importance of the study since it could illustrate teachers to organize and implement L2 reading material as well as getting literateness in genre based approach.

Another study for guiding teachers getting literateness in genre based pedagogy is presented by Wahyu (2015). The research was developed on a group of English teachers who had been previously trained on genre based pedagogy. The purpose was to investigate the way those teachers implemented the steps of genre based approach in teaching English reading text as well as to determine the diffi-



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culties that teachers experimented on applying this philosophy. The study reports that the investigated teachers had knowledge on the genre based pedagogy. Also that its implementation was done through background knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text.

Nevertheless, said the researcher, the difficulties for teachers to apply this pedagogy lied on building cultural context and building vocabulary. Teachers expressed that they do not know how to implement it. The most challenging steps was modeling of the text since the learners do not understand the text because their lack of vocabulary.

In another study Morales and Holguín (2009) whose focus was guide semi-distance students to initiate their autonomous reading process by applying six strategies for effective reading: reading non-text information, skimming and scanning, using contextual reference, predicting, and using true/ false cognates. The course was focused on grammar and reading and the classes were every 15 days. Initially the students experiment difficulties in reading since they use the dictionary to translate word by word in order to understand a text for doing assignment.

After analyzing the above studies I can say that all of them are useful for my research since there are some similarities in the problems faced for both contexts. For instance: Poor English level, ignoring reading strategies, lack of word recognition, as well as using the dictionary for translating a text to understand it. Also the instruments applied in those studies might be useful to gather the data in my re-

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search. Another key point is to be aware about building cultural context and building vocabulary by the time I apply genre based for teaching the reading lessons since it was one of the most difficult steps for teachers to teach, reported in one of the studies above.

### 3. Setting

The preceding chapter indicated how the theory guides this research and how it determines the variables to be measured from the research question through operationalization and discussion. In doing this, definition of reading, constraints, as well as some reading models and strategies were presented. Whereas this session describes the setting in which the study takes place.

The Institución Educativa Francisco José de Caldas is an urban academic public school located in Baranoa which is a town in the Caribbean coast of Colombia. It was founded in 1940 as an elementary school, but in 1996 the basic secondary started with students of 6<sup>th</sup> grade and three years later the media. At this time, the school has two distant locations. One is for preschool and elementary children, and the other for high school. At the former 300 students attend classes, whereas at the latter 960 students do so. The high school students are distributed in 22 groups that attend classes in different shifts: 6th, 7th and 8th in the afternoon, and 9th, 10th and 11th in the morning.

Some students of the media level attend classes of Computer Maintenance or Occupational Health Services Programs at Servicio Nacional de Aprendizaje (SENA) or at Instituto Tecnológico de Soledad Atlántico (ITSA) with whom the

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school has agreement. In terms of pedagogical model, the school adopted the Transformador Afectivo. In coherence with this model, the mission of the Institution is to lead the students to develop human competences as well as academic knowledge. The educational work is founded on social leadership, autonomy, science, development of critical thinking, as well as competences such as labor, basic, and civic. Also the mission claims to improve the learners to get appropriateness of their culture and to develop their autonomy. Additionally, to help students to have the highest ethical values and social commitment that they become into leaders who contribute to change their own reality and the local context.

For grading the students the evaluation system claims to be continuous, integral, systematic, flexible, and participative. It is based on qualitative and quantitative results. The former is based on human values equivalent to 40% whereas the latter is divided into academic knowledge and performing with the knowledge, which has a percentage of 30% respectively. The grading scale goes from 1 to 5. The follow ranges has been established: 4.6 to 5.0 superior, 4.0 to 4.5 high, 3.2 to 3.9 basic, and from 1 to 3.1 is low grade.

About the teachers, they took a test at Universidad Del Norte which rates two of them in B1 and one in C1; there is another without ranking. The teachers as well as the principal and coordinators demonstrate their interest to carry out actions for overcoming student's difficulties as well as to improve the pedagogical practice. In coherence with this, some projects have been carried out. For instance, the English project which is leading since 2007. It has contributed to improve the level of acceptance of English on students and teachers from other areas. The objective of

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this project is to do possible ambient pedagogy which becomes English sessions into motivating and dynamic space where socially affective strategies facilitate students' learning and contribute to their human values. It involves activities such as the Poems and songs festival, the Art festival, and theater in the classroom.

In terms of resources, for teachers developing classes a set of electronic devices such as desk computers, lap tops, electronic boards, TV, video-beams, as well as other material such as cardboard, block paper and permanent markers are available. Also there are an informatics room with internet service, an English room with 22 computers and an electronic board, a library where books for all are as including 60 literary books in English are available for teachers and students.

Additionally, a printer machine is accessible for teachers to print the material they need for classes. In terms of location, the building is quite comfortable. However, considering that the number of students by group ranges from 40 to 45, the 96% of the classrooms has not the required size. Also it is considered by the authorities as high risk location for its proximity to Arroyo Grande. The authorities make this argument for not to invest in the maintenance and expansion of the building.

One of the positive aspects of the school is that it is working on finding the way to improve knowledge on learners in order to achieve the setting goals and as consequence overcoming the low position in which the school ranks according to the result of the external tests such as Saber. For working with the students the

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Institution established three classes per week for students from sixth to ninth, and since 2011 five classes per week for 10<sup>th</sup> and 11<sup>th</sup>. Each class lasts 55 minutes.

However, there are some constraints. For instance, the students do not have their own coursebook. Therefore, it is required that the teachers ask students bring their money for taking the copies along the year for working on the program. However, not all the students have money for getting the material. Another weakness is that the school has not adopted a method for teaching English as a foreign language. As consequence each teacher teaches reading according to his/her own philosophy and believes rather than taking into account any theory.

Nevertheless, the English program is organized. Its objective is to develop abilities on students to understand and to use the language for communicating effectively in school settings and in real social contexts. The achievement of the objectives established in the program is demanding. However, one of the most challenging teaching goals will be teaching reading, since it involves allowing the students to develop some strategies which can guide them to read all kind of texts.

And for that, factors such as skills as well as maturity getting gradually are required from the students. As Wall (1980) argues "Reading in any language can be viewed as a developmental manner as learning to walk, to cross the street independently, to care for one's possessions, or to accept the responsibilities for one's decisions." (p.7), but for getting the students to cross the street a skilled teacher in a reading method is essential, in view of "the reading teacher must be competent

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and knowledgeable about the reading process, and must know how to impart this competence and knowledge to the pupils” (ibid: 195).

### 4. Methodology

The previous section contained general information about the setting where this study took place. However, to understand the development of the research this chapter will take up the methodology the researcher implemented along the process. It will respond to the research question about how the application of the genre based pedagogy influence the development of reading comprehension in 10th grade students at Institución Educativa Francisco José de Caldas.

In terms of its definition methodology is regarded as a set of principles and rules for carrying out research. Its importance is argued by authors since all the issues derived from the research question, and the question itself studied in the view of the chosen methodology. It could be quantitative or qualitative. Richards (2003) defines paradigm as “a set of basic beliefs (or metaphysics) that deals with ultimate or first principles” (p.33).

To carry out actions in order to respond the research question a paradigm for inscribing the study is required. The decision depends on the analysis of the quantity and qualitative methodology’s characteristics, and which of them better fits the purpose of this study. About the origin of quantitative and qualitative research Perry (2005) reports that psychology is the science which has mostly generated quantitative research and has subscribed it under the presentation of result through statistical form. Whereas qualitative research comes from the field of anthropologists and sociologists who used oral form to report what is done in a study.

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About gathering data, its qualities depend on the methodology implemented. Some examples on how to collect it as well as the requirements for carrying out this process are presented. Besides this some procedures are described. For instance, observation, interviews, and questionnaires closed-form among others.

About observation, the author defines it as useful for identifying particularities in the observed population. He also expresses disagreement with those who consider spending much time with the observed group as a negative factor; his argument is that the observer becomes more familiar with the process and also can gather high quality data during much observing time.

Observation can include recording as it is seen as a procedure for collecting data in order to study applicants' thinking. Nevertheless, a researcher can do self-observation by recording or video for doing analysis of his/her actions.

The author reports a case study in which a 'tally form' was used to follow the observers' action in order to give validity to the data.

Introspection technique is referred as useful, but with carefulness since participant authenticity might be affected if they do not report true information. It is done by getting the investigator being in contact with what the studied group have in mind by the time they carry out a task.

There is a difference between observation and interview. During the observation process data is collected without having interaction with the participants; whereas an interview requires this interaction through interrogations. It is important that all the participants are interrogated in the same way, with the same questions and order. This is necessary for contrasting the information collected.

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The author mentions structured, semi structured, and open structured interview as some kind of interview.

The structured interview is done following a set of fixed questions to obtain information from the participants. Although the semi structured interview is applied by following previous questions too, the interviewer can formulate supplementary inquiries. The open structured interview is planned; however the interviewer is free to formulate questions according to the circumstances.

On the other hand questionnaire and interview differs each other because interview establishes a direct relation with the participants, but in questionnaires this relation is not possible. Questionnaire is a useful instrument especially for large applicants since it contributes to save time during the gathering data. However, it is fixed and any questions cannot be included once it is given to the applicants. Questionnaires can include open questions, close, or to combine both.

Based on what the theories claim these paradigms are considered as the methodology in which any research could be subscribed. The decision was made thinking about how a particular philosophy can fulfill the purpose of the investigation. Dawson (2002) illustrates about the characteristics of each paradigm. Quantitative paradigm is characterized by a minimum contact between researcher and candidates. Also the data compiled through questionnaires and interviews is organized statistically. On the other hand, the same author states that qualitative research implies having a long time period contact between participants and researcher. It also deals with examining manner of thinking, feeling, behaving, and experiencing of participants.



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Therefore, considering the characteristics of qualitative and quantitative methodologies above, as well as the research question and objectives of this study, this research subscribes itself under the paradigm of qualitative methodology what justifies since this is a research on the education field that will search reasons for behavior, reactions, perceptions, skills, and understanding in order to describe and analyze the impact of a reading teaching method.

Richards (2003) outlines that “The researcher must therefore gain acceptance from the various players in each research setting. This is critically important if we want people to tell us what they really think” (p. 58)

“Researchers should identify and use as many sources as possible when gathering data on a case. The goal is not only to collect extensive information but also to ensure that it is an accurate representation of reality” (p. 59)

“The researcher should also record any comments on an attached note as soon as possible after the data was collected in order to ensure the reliability of the information.” (p.66)

The previous information is useful since it provides some recommendations for carrying out my research such as being a good observer, developing interpersonal skills, and developing acceptance from the studied group. These are considerations to keep in mind in order to facilitate interaction with the group. Another interesting aspect concerns to variety of sources to be used for collecting data, as interviews for example. Recommendation about field notes and to write down or transcribe the information no longer after being gathered is important for writing exactly what is observed or told by the participants without missing relevant infor-

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mation. All these aspects will help me not just to compile, but also to have a good management of the data.

### 4.1. Research paradigm

On reviewing theory, qualitative methodology is recognized by being a special method for collecting data, such as case studies and ethnography approaches. This methodology reflects the principles of qualitative research, which emphasizes in-depth descriptions of persons, behaviors and contexts. In the same way Brown (1995) defines the case study approach as a process of application and observation to follow which occurs with the recipients during the time some instruments are applied for developing some aspects of the language.

Therefore, qualitative approach is recommended in the teaching language area. One of its defenders is Richards (2003) who states that despite the different definitions for case study the most important is that research under this approach “should be in a particular unit or set of units- institutions, programs, events and so on- and the aim should be to provide a detailed description of the units” (p. 20). He continues pointing out that one of the reasons for choosing qualitative approach is that researcher can be involved with the studied participants in their natural environment such as classroom. Also “attempt to describe human behavior in terms of limited set of pre-determined categories.” (p. 10). Another definition for case study comes from Wallace (2007) who states that it is “the systematic investigation of an individual ‘case’, whether that refers to one teacher, one learner, one group, one class, or whatever. The nature of case study means that they can be complementary rather than intrusive.” (p.47) because the previous reasons the present

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study will be carried out under the case study approach. This approach will enable to describe, and to analyze what occurs with the participants during the time the instruments are applied for evaluating the influence of genre based pedagogy in the development of reading comprehension in 10th grade students at Institución Educativa Francisco José de Caldas. This approach is recommended in the teaching language area.

### 4.2. Participants in the study

The participants of this research are high school students. 17 males and 16 female 10th grade students, whose ages range from 15 to 19 years, They have been having English lessons since sixth grade. They have morning shift six weekly hours per day from Monday to Friday. In reference to their English level, most of them are in A1 whereas few are in A2. This categorization is done in view of the description of the language ability of users given by the Common European Framework of Reference Language (CERF).

The (CERF) determines that A1 category is for those users who are able to express elementary statements or phrases to talk about personal information and also “interact in a simple way provided the other person talks slowly and clearly and is prepared to help.” whereas A2 is for those speakers who “Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.” As well as “describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.” (CERF) In addition to the previous characteristics, some of the participants are lack of self-confidence for using English language, and also show low or none interest in reading besides difficulties in this skills.

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The learners were taught reading classes through genre based approach during 13 sessions: Five 110 minutes -sessions, and five 55 minutes- sessions. For developing the reading lessons, 3 descriptive report texts were studied. This type of text was chosen according to the principle of importance considering what is urgent for students to know. About this criteria, Moss (1997) is in favor of “teaching and learning first those teaching points which the students are in most need of, either because they are necessary immediately for the students to be able to carry out their activities, or because they occur very frequently in the types of text which the students need to comprehend and/or produce.” (p.68)

### 4.2.1. Selection of the participants

The selection of the participants for carrying out this research is done because along the years they have been experimenting difficulties for extracting information from the texts. Their reading competence is under the other groups performing, even though all the tenth grade groups at the school are disadvantaged readers. Also considering that according to Rose (2008) this program was first developed with students from different background and level with the purpose of incorporating reading and writing at the school syllabus in order to get students' improvement, as well as reducing the difference between high and low level students. Therefore, if this study demonstrate positive impact on the participants of this research, it might be effective for the rest of students at school.

One of the basic issues for teaching reading depends on having an efficient method, and according to the theory, the genre based approach is a successful pedagogy for teaching all level students, especially disadvantage learners. Thus if this study demonstrates a positive impact on the participants, the school could

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adopt the genre based pedagogy as the Institutional reading teaching approach which should benefice all the students since all the English teachers will apply it.

### 4.3. The data collection of the procedures

Compiling data is an essential part for carrying any research. About this, Sagastizabal and Perlo (1999) point out that “Los métodos, y técnicas e instrumentos que se utilizarán en la recolección de datos están en relación directa con el tipo de muestreo, ya que la cantidad y calidad de las unidades de análisis y/o información determinarán el tipo de instrumento a aplicar” (p.115) In the same way Gagnon (2010) reports that variety of sources to collect sufficient data is required in order to get different information of the study. Also that it is important to be active listener to capture meaningful information during interviews, good observer to notice behaviors and changes, discreet to do not influence the investigation. Also to inspire confidence to get participant provide the required information.

The author lists a variety of sources to collect sufficient data in order to get different information of the study. For this purpose instruments such as observation, interview, documentation, non- participant or direct observation, archives, and physical artifacts are described.

Among these instruments, interview is highlighted as the most valuable source for compiling data. It consists in asking questions to the applicants in an oral form. The author warns that this verbal report may contain bias; therefore, triangulation is pointed as an effective technique for getting reliability of the data. The questions for an interview can be open- ended, semi structured or structured.

Rampton (as cited in Cameron et al., 1992) argues that the researcher cannot be totally sure about the meaning of the answers provided by the applicants

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even though many of them provide the same answers, since the reasons for answering may be different.

Based on the view of the theory this research organized into a plan some procedures and the instruments for compiling the data. It was taking into account the purpose of the instruments to be implemented in coherent with the questions and the objectives of the study.

### 4.4 Instruments

The data was gathered using 2 survey questionnaires, observations through 3 video recordings, two interviews, and a reading test. The participants answered some questions through questionnaire and interviews. Some classes were video recorded in order to analyze and to evidence the teacher and learners actions during the application of genre based approach for reading. After that the data was coded, categorized, and interpreted. Some answers of the participants were analyzed and reported by quotes. Then the result of the instruments was contrasted to analyze and clarify any contradictory information obtained from the responders.

#### 4.4.1 Questionnaire

Questionnaire is considered by Wallace (1998) as a useful instrument for compiling data concerning to what students know, think, and experiment. It is done by organizing a set of questions normally for being responded in written form. In the same way Perry (2005) agrees on the benefit of this instrument especially for large applicants since it contribute to save time during the gathering data. Also categorize it into open questions, close, combine form. It needs to be tried before being applied to the final applicants in order to minimize misunderstanding on the final recipients. A type of questionnaire is the close form. It presents a set of op-

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tions for applicants to select one or more options to respond. It is recommended by the author since it simplifies the data compiling and examination and also for can what the participants think or feel can be obtained.

On the other hand the open form questionnaire is recommended when the purpose of the instruments is discovering information by allowing participants to respond using their own words. In order to avoid subjectivity which affects the result of the data, the author suggests using a rubric, also to avoid evaluating much data at a given time since tiredness might affect the evaluator's clear discernment. He also says that involving two or more evaluators might avoid bias for rating data.

Moreover, he warns about the importance of trying questionnaire before being applied to the final applicants in order to minimize misunderstanding on the final recipients. A type of questionnaire is the close form. It presents a set of options for applicants to select one or more options to respond. It is recommended by the author since it simplifies the data compiling and examination and also for can what the participants think or feel can be obtained. On the other hand the open form questionnaire is recommended when the purpose of the instruments is discovering information by allowing participants to respond using their own words.

### 4.4.2. Interview

According to Gagnon (2010) interview is the most valuable source for compiling data since it permits to capture participants' thoughts. Richard (2003) states that "interviews are a common method of collecting data and documents might well feature, perhaps supported by observation and recording" (p.20)

Perry (2005) differentiates three kinds of interviews such as structured, semistructured, and open structured interview. The structured interview is done following a

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set of fixed questions to obtain information from the participants. Although the semi-structured interview is applied by following previous questions too, the interviewer can formulate supplementary inquiries. The open structured interview is planned; however the interviewer is free to formulate questions according to the circumstances.

### 4.4.3. Observation

Observation is defined by Perry (2005) as a process of “capturing data through visual observation” (p.111) which can include recording as it is seen as a procedure for collecting data in order to study applicants’ thinking. Nevertheless, a researcher can do self-observation by recording or video for doing analysis of his/her actions. Observation might be a useful inasmuch as it permits to evidence directly what occurred with teacher and learners by registering the doings through taking notes and recording audio or video. About this Cohen, Manion, and Morrison (2007) state that observation is very useful for verifying coherence between saying and practice.

### 4.4.4 Recorded video

Cohen, Manion, and Morrison (2007) claim that one advantage of taking notes might be details about emergent significant facts were written down. However, this process may not be sufficient since researcher could overlook much valuable information because while the observer focuses attention on writing one aspect, many others could be happening at the same time. Therefore, instruments such as audio recording and video will be taken for compiling information during the sessions.



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Dawson (2002) recommends ensure that the instrument is accurate structured according to the purpose. And for recording, the advice is asking it to another person who has experience on doing so. Then the questionnaires were tested on students who were not part of the study group to test clarity of the questions. On the other hand, an expert on recording was en charge on doing so to prevent possible failure of the information and also for teacher being concentrated on teaching the class.

In order to avoid subjectivity which affects the result of the data, Perry (2005) suggests using a rubric. Therefore, this study used recordings and then transcribed and analyzed them according to the aspects established in an evaluating checklist designed in agreement with their purpose and what the theory says. One of the benefits of recording and check list lies on facilitating to clarify contradictory information obtained from the responders through the interviews and questionnaires.

### 4.4.5 Test

Test is defined as an appliance commonly used in studies. Perry (2005) defines it as “an instrument designed to assess what participants can remember or do physically and /or mentally.” (p. 125) the type of test will depend on the research question. Multiple choice is referenced by the author as appropriate when the research question is about reading comprehension. However the test the participants took was not that kind, instead of that they respond a test in which they were asked to read and label the paragraphs according their content and in a second part they prove their understanding by answering open ended questions and reorganizing

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the information in an organizer chart. The reason on doing this lies on applying a test according to what the students did in class.

Weir (1993) explains guidance for testing reading comprehension he defines it as a discerning process in which reader, text and previous knowledge interact. In this process previous knowledge is indispensable to facilitate comprehension. The author also states that since people in real life read for purposes, tests need to include as much as possible reading according to the purpose of the test takers. Also the test must reflect what students have experimented in previous class. Moreover, he refers about the significant conditions for designing tests. These conditions include the type of test as well as the purpose such as purpose in reading comprehension and nature of the text. The last one refers to test type, which specifies whether the test is achievement, assessment or proficiency. Another condition is the further features of text selection. It deals with organizational and accurate structure since this factor affect behavior. Whereas proportional refers to selecting text according to the interests and level of the learners' language as well as the public for whom the text was written. Besides that it is necessary to analyze the relation between tenor and field. If the test taker is different from the field stated by the writer, many unfamiliar words are included, as well as cultural bias then, the text is not appropriate.

On the other hand Brown (2004) explains the principles of language assessment for evaluating tests such as practicality, reliability, validity, authenticity, and washback. Practicality involves consideration in cost, time, easiness, as well as clear evaluation criteria, whereas reliability refers to different physical factors or prejudice that may impact a test applicant. Validity is established by the relation

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between taught contents and what is tested. On the other hand, authenticity refers to include in the test material likely to be found in the real world and washback involves analyzing the test result to identify positive aspects and aspects to improve. Finally, content validity asks teachers to test students what they have made them to practice before the test.

About instruments the author includes clear explanations about observation, questionnaire, interview and test. These instruments can be used in my study for gathering data since the purpose of their use is coherent with my question research.

Another important understanding concerns to the implementation of self - recording or videotaping to describe researcher behavior. It is necessary in my case since one of the objectives is to describe the process of implementation of the genre approach method on the participants.

### 4.4.6 Ethical considerations

Cameron et al. (1992) draws attention about the importance of remembering that “human subjects deserve special ethical consideration” (p.15) in the same way Richards (2003) warns about five aspects of ethic in any research: Consent, honesty, privacy, ownership, and harm. He also underlines that “in some private settings such as classroom, where the observer’s presence and activities are clearly to all, permission is essential” (p.108) also permission for publishing any result of observation since the researcher could “ discovers things about people they didn’t know themselves and might not want others to know. It can hurt; a lot; and for a long time. This means that no researcher should ever duck ethical issues.” (p.139)

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### 5. Findings and discussion

In the previous chapter the methodology implemented for collecting data to respond to the research question of the study was described. Then, what concerns now is reporting what the findings are. This chapter presents the main results obtained through the gathered data in order to respond the three research questions: a) How does the application of the genre-based pedagogy influence the development of reading comprehension in 10th grade students at Institución Educativa Francisco José de Caldas? b) What are the characteristics of the genre-based pedagogy as applied in 10th grade at Institución Educativa Francisco José de Caldas? c) What are the characteristics of the text chosen to implement genre based pedagogic? d) What did the students learn in terms of reading when they were taught using a genre based pedagogy? On doing so, each objective of the research will be recalled and then matched with the information revealed by the techniques and the corresponding instruments listed below.

- Observation through video recordings
- Interview
- Questionnaire
- Test

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### 5.1 Analysis of the observations

The characteristics of the genre-based pedagogy as applied in 10th grade at Institución Educativa Francisco José de Caldas (IEFJC)

To describe the application of the genre-based pedagogy for the development of reading as applied at IEFJC; a check list was used to analyze 3 video recordings taken to register the teacher's application of the genre based pedagogy during the classes. Four main items with their respective sub items were contained in the instrument: a) Identify whether the teacher activated previous knowledge of the field, b) identify whether the teacher did modeling of the texts, c) identify whether the teacher worked on building vocabulary, d) Identify whether the teacher worked on the joint construction of the text. Item "a" contained five sub items.

The first sub item was addressed to report the activating previous knowledge of the field at the beginning of the session. About this, it was found that this was the first step for teacher starting every lesson. On doing this, videos related to the reading were played at the beginning of the first and second lesson, whereas some slides which contained pictures about marine turtles were used for the third one. Before projecting this, learners were informed about the content of each displayed material. After watching the videos students were asked to respond orally some structured questions teacher asked as well as other questions that emerged according to the learners' answers. The teacher also paraphrased some students' answers using vocabulary that the students would find in the texts. For

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the third class, structured questions were asked as long as the slides were projected.

The second sub item was about information provided concerning to the genre and field of the text to be read. It was observed that the teacher presented the text by explaining to the students that the material to be read is a descriptive report text, also the phases that compose the structure of the text, the main purpose, and the purpose of each phase, and the topic followed by factual information contained in this kind of text. It was also noticed that the texts were divided into stages to explain the structure. Nevertheless, it was evident that in the second lesson information about genre as well as the factual characteristics of the text were not provided at the activating background knowledge step, instead of that, once the text was read, the students were asked to talk about those aspects, and then the teacher reinforced the information.

It is possible that the decision on doing that lied on the intention of making students reflect by connecting this text with the one previously taught. Finally, the third point of the check list asked for evidence about building cultural context during the sessions. It was observed that information about the source, characteristics of the writer, and the addressed readers was clearly provided in the second and third lesson. In the first one this information was not ideally given since there was not information about the source of the text. It was probably because the teacher's assumption that talking about the writer was enough for learners to understand why the text was written in that particular way.

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The second item of the check list was in order to evidence how the modeling of text was carried out. During the first and second class the teacher projected the text previously divided by stages. Each stage was slowly read by phases and its social function was explained. There were times in which the teacher read aloud and the learners followed the reading in their own text. After reading each stage the teacher labeled it on the board writing the corresponding function and the students did so in their own photocopies.

Here some examples of how the teacher used the linguistic resources above mentioned.

- Synonym and examples

T: "There are many reasons why the Chinese white dolphin is beloved by the Hong Kong people. The Chinese dolphin is beloved, is adored, it's much loved. Like... Manuel beloved Mariana"

Ss: "Las razones por las cuales los chinitos aman a los delfines"

- Paraphrasing

T: "The facial skin is bare and black in colour - **hence** its name. **Hence** its name. For that reason its name.

Ss: "Qué traduce eso?"

T: "His name, I mean, the name is because its face is black. Because the color of its face is black, is its name"

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Ss: “Es negro?”

T: “Yes, for that reason the name. So, **hence** is because, is like a synonym, for that reason”

Ss: “por eso se le da el nombre...”

- Miming

T: “There has been a worrisome **decrease** (*voice emphasis*) in the number of young dolphins sighted in Hong Kong waters”

Ss: “una crisis”

T: “dolphins **decrease** “(miming)

Ss: “decayó, seño”

- Translation from English to Spanish

T: “...those are the most important areas wintering sites of Black-faced Spoonbill. Together they support over 60% of the wintering population. It means, 60% of the birds go there”

Ss: “ seño, qué es lo que es together?”

T: “Together (miming) juntos”

The fourth item was to identify the teacher’s actions during the joint construction. The instrument reported that after teaching the first and second text, the teacher and the students worked together on completing a reporting information



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chart (See appendix). In doing so, the teacher recalled the purpose of each stage, and then she announced the label of each part of the chart. After that she made visible for students where the information is, reminding the key already underlined features. The class was focused on completing the chart on the board. The students made contribution reporting information. The teacher wrote the information on the board. After completing each part on the board, students wrote down the information in their own chart. Then the teacher asked them to reflect about what they did up to then by asking them what the stage and purpose was, the information found, and the way they found it.

### 5.2 Characteristic of the descriptive report text

This session of the paper responds the second question about characteristics of the text applied in this study. Literature defines genre as textual different existing forms of expression readers have at their disposal and which contain certain characteristic purpose, structure, and linguistic features. About the text genre Rose (2008) illustrates “all texts have more than one purpose, and this can be confusing when we are trying to work out its genre. However there is always a main central purpose and it is this central purpose that determines the genre” (p.10)

About teacher’s preparation for teaching a kind of text Boccia et al. ( 2013) states that teachers “need to analyze the text with a view to defining the overall communicative goal, the stages through which they unfold, the typical social contexts in which they occur, and the linguistic resources that are used.” (p.30) in this sense the three texts used in this study to apply the genre based pedagogy belong

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to the report genre which is very common at school to deal with description in areas such as science and technology.

Rose (2008) does the following classification of the report genre:

Genre	Purpose	Stage
Reports: <ul style="list-style-type: none"><li>• Descriptive report.</li><li>• Classifying report.</li><li>• Compositional report.</li></ul>	Classifying and describing a phenomenon.  Classifying and describing types of phenomena.  Describing part of a whole.	Classification. Description.  Classification. Description.  Classification. Description.

*Table 1. Classification of the report genre*

Following the above classification the three authentic texts applied have the same characteristics. In terms of social purpose, they describe the problems faced by some animals, whereas the field is concerned with endangered animals such as Chinese white dolphins, black faced spoonbill, and marine turtles. The language choices reflect what occurs with threatened animals (threats, habitat, decrease, pollution, etc.) The texts also contain nouns related to these animals habitat (estuarine mixing zone, river, ocean, shore, islands). The language choice also reflects a signal to identify what the author proposes for solving the problem. (it is necessary, in order to, could result)

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The texts are written by WWF. It is an organization interested in protecting and caring vulnerable animals worldwide. Based on the common terminology and the way the texts are structured, it is addressed to public in general, someone who needs to be informed about endangered animals' difficulties.

The texts are organized in two stages. In the classification the author announces the topic whereas in the description he organizes the information into various phases or paragraphs. Each one introduces its content through a topic sentence which helps readers to have ideas about the information they could find. The phases describe habitats, causes, effects, possible solution, or ongoing actions. They also contain language lexis such as adjectives, technique vocabulary, actions verbs, present and passive voice form, generalized nouns, and signal expressions or words.

### 5.3 What the participants learned

To answer the third research question: What did the students learn in terms of reading when they were taught using a genre based pedagogy? Firstly I will report on the test result, then I shall continue with the analysis of the survey questionnaire, and finally the readers will find the result of the interviews. 31 out of 33 participants completed the process; the reason was that there was a girl in maternity leave and another who dropped out because her pregnancy.

#### 5.3.1 Analysis of the reading test

At the end of the process the participants took a reading test to establish whether they were able to read and understand general and specific information

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from a descriptive report text. The instrument was applied in a large quite room. It had two different sections; the first one tested the participants' recognition of the structure as well as the information from each phase of the text by asking them to label its 8 paragraphs using a set of given options. Whereas the second section was an organizer chart with 10 literal open ended questions in which the participants had to reorganize the information they read in the text. (See appendix).

The test was designed based on what the participants did in class by the time they studied two previous descriptive report texts. For analyzing the result, the questions were organized in two tables, one for each section of the test. The following is the result of the analysis of the first part in which they were asked to identify the structure of the text.

	ITEMS	YES	NO
1	Classification and appearance	31	0
2	Importance of turtles for other animals and people.	31	0
3	Cause and effects.	26	5
4	Ongoing actions to help the turtles	28	3
5	Possible solution to the problem.	26	5

*Table 2. Recognition of the text structure and content.*

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The first item asked for recognition of the phenomenon and the information the writer uses to introduce the topic. It shows that all the participants identify this information in the text which is an indicator of recognition and accurate relation between subject and adjectives. It seems that the image, the title, and the activating background knowledge were useful in this purpose as Morellion (2007) says, learners need to keep in mind their own background previous to get a deduction of a reading and this process needs that readers become part of the reading lives while they read. This process is evident in what some of the participants reported in interview 1:

T: What we did at the beginning of the class made you remember some of your prior knowledge? If so, did you relate it with the text?

S1: “Yo empecé a leer y me empiezo a guiar de las imágenes de las que hablamos, algunas también aprecian en el texto.”

S2: “Las imágenes y lo que hablamos fueron una especie de preparación para tener idea de qué se iba a tratar el texto.”

T: How do you recognize the classification?

S3: “Porque cuando el texto comienza da primero una información, como de qué va a tratar.

S4: “Porque classification es la que te da una idea de lo que se trata el texto.”

The second item required the students to recognize what the first and second phases say about the phenomenon, and prove whether they also notice that

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both paragraphs talk about the subtopic introduced in the first one. All of them were able to do so, probably guided by some familiar vocabulary such as the word important, which is in both paragraphs as following: “Turtles fulfill important roles in marine ecosystems” (Part. 1) “many of which are of important to human food security” (Part. 2). It indicates that vocabulary recognition is essential for reading comprehension such as Vaughn (2007) as well as Thompson and Vaughn (2007). The latter state that “vocabulary knowledge, the understanding of word meaning and their use, contributes to reading comprehension and knowledge building” (p. 87)

In the third item which asked for labeling “cause and effects,” the result demonstrated that 83% were able to do so and 16% failed. Prior knowledge and awareness of the key vocabulary included in that phase may influence in those who responded accurate.

Similar to the result got in the previous item, in the fourth, “Ongoing actions to help the turtles,” the majority of the students demonstrated having knowledge to recognize this step. Here prior knowledge about what WWF could help.

The same occurred in the fifth question whose analysis demonstrated that almost all the participants (86%) identified and correctly labeled the paragraph corresponding to a “Possible solution to the problem.” It might be because the expression “it is necessary” which introduces the phase was familiar to them, and also because as in the two previous texts studied during the project, this was the last paragraph of the whole text. About this thesis, some students said:

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T: Did you remember the structure of the text?

S1: “Yo la recordé porque se parecía al texto anterior.”

S2: “Yo me guié por la misma estructura de los que ya vimos.”

S3: “Yo me acordé de un ejercicio que hicimos para nombrar las partes cuando el delfín.” (Interview 1)

### 5.3.2 Analysis of the reading test. Second section

After describing the first table, the next below contains the result of the ten open ended comprehension questions asked in the second part of the test. This result shed significant lights on what the students learned in terms of reading.

ITEMS		YES	NO
1	What is the text talking about?	28	3
2	What are their characteristics?	28	3
3	Why are the green turtles important?	19	12
4	In what areas do they live?	23	8
5	Who is doing actions for helping the green turtles?	23	8
6	What actions are they doing?	23	8
7	Causes	22	9
8	Effects	24	7
9	Main problem	21	10
10	Possible solution suggested by the author	25	6

*Table 3. Reading comprehension section of the test*

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In this section the participants demonstrated their level of understanding by answering specific information concerning to the reading. Again, the second part of the test comprised 10 questions in which the participants had to write their answers. A notorious number of students responded correctly the first and second item; it demonstrates that they had an overall understanding of the text. Maybe the title, and also the knowledge of the adjectives guide them to recognize the topic and characteristics of the marine turtles, another influent fact was students' prediction about the reading, as one of the students stated: "Sin comenzar a leer ya tenía ideas porque cuando usted hizo preguntas algunos hablaron de los problemas de las tortugas; pero a medida que fui leyendo fui saliendo de dudas, vi que estaba relacionado con lo que habíamos hablado al inicio."

On the other hand in the third question, "Why are the green turtles important?" in which the students should find the reasons for a particular fact, 61% demonstrated understanding of the information. Nevertheless it seems that a lack of familiarity with the vocabulary might affect the comprehension of 38% of the applicants who failed, but more than vocabulary recognition, it might be lack of analysis as is evident in this couple of answers taken from some of the participants' test:

The green turtles are important because is considerable value to commercial fisheries and therefore important to human food security.

The Green Turtles are important. Because is quickly digested and becomes available.



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As we can see in the table this was the most difficult item for participants to answer. Based on these couple of examples, we could say that the participants directly related the information of the paragraph to the green turtles rather than to the 'seagrass.' And also make evident that they were not clear about the boundaries of the different sentences of the paragraph and how they relate each other. This demonstrates what Nunan (1991) argues "text comprehension depends on variables such as sentences structure and length, vocabulary intensity, numbers of new concepts introduced, the difficulty and novelty of the subject matter" (p.69)

Some way of helping the learners to identify the relation between the subject and what is said about it in a sentence or paragraph, could be by deeper practice on guiding them to be aware that even though the text describes a phenomenon, in each step it talks about different aspects of that phenomenon. This could be made during the modeling step making visible each subject sentence.

Contrary of the previous result, a notorious positive outcome is visible in items 4, 5, and 6 where the majority of the students (74%) demonstrated comprehension of the paragraphs. It gives the impression that the participants discovered the purpose of each one, and were familiar with the vocabulary characteristic of this kind of text. They also could get meaning from the recognition of nouns and action verbs. However 25% failed on doing this. We found answers like these:

Question: In what areas do they live?

Answer:

What do they live is Ocean's to ensure that traditional or subsistence

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Question: Who is doing actions for helping the green turtles?

Answer: regional conservation agreements.

Question: What actions are they doing?

Answer:

1) calls for a stop any further  
2) the Green turtles nesting sites in Hong Kong, known.  
3) marine nesting sites or any newly discovered sites and  
surrounding, protected from human disturbance.

This makes think that the students identified the paragraph where the information was, but they had not enough understanding to get the meaning of each phase to extract what was required to respond what was asked. About this, Carrell 1998 (as cited in Morales & Holguin, 2009) argue that "Not only should readers know how reading strategies work, but also, they should understand how to synchronize the strategies in order to use them more effectively" (p. 45)

On analyzing items 7 and 8 which asked for causes and effects respectively, we found that there was a positive outcome of 70% form the former, and 77% for the latter. Nevertheless, 29% and 22% correspondingly did not answer correctly. Most of them confused causes with the WWF actions or effects with the solution. It is necessary to say that the participants graded as successful in item 7 did not identified all the causes mentioned in the text, they wrote some of them; just one student did so. It was observed that most of the students identified boundaries of

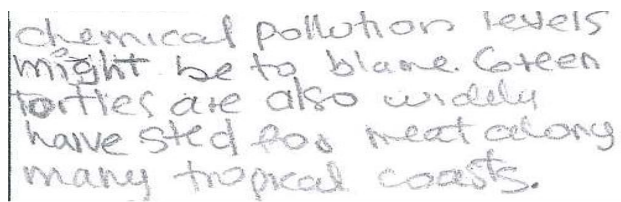
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the sentences; it is possible that those who did not do so had more serious weaknesses and therefore their needs on working with this kind of texts is higher.

After writing about causes and effects out comes, the analysis continues with the ninth item which asked participants report the “Main problem” of the marine turtles. 67% of the applicants answered correctly and 32% made mistake. They wrote causes as the main problem, For instance:

Item: Main problem

Answer:



chemical pollution levels might be to blame. Green turtles are also widely harvested for meat along many tropical coasts.

This difficulty was maybe because they need to infer the answer through reading some phases and they read just at a literal level. It demonstrates that vocabulary knowledge is not enough to understand a text, rather it is necessary to get the meaning of a phrase, sentence or phase as a whole. About comprehension Duffy (2009) says that it is “inferential because the reader can only makes a calculated guess about the author’s meaning since the author was operating from one set of experiences and the reader from another” (p.19)

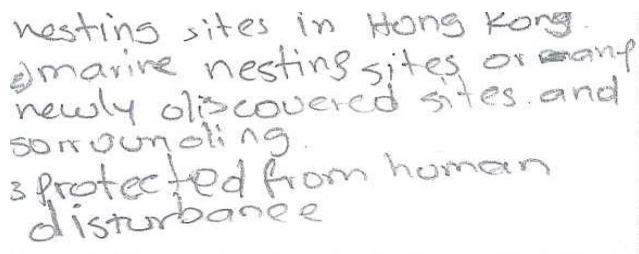
Finally in the tenth item a significant percentage of 80% of the students were able to distinguish “possible solution suggested by the author” and 19% were not. It seems that the much as them were clear about linguistic signal to identify that

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phase since they responded by writing a complete and coherent statement. Among those who failed there were 3 students who wrote nothing, and three more who answered by including slightly and not clear information. For instance:

Question: "Possible solution suggested by the author"

Answer:



nesting sites in Hong Kong.  
marine nesting sites or many  
newly discovered sites and  
surrounding.  
3 protected from human  
disturbance

It seems that these participants tried to get the idea of the paragraph, but lack of vocabulary was a barrier for them to do so. Grellet (1982) says that for reading text the students need to go deeper from literal reading as he "understanding a written text means extracting the required information from it as efficiently as possible" (p.3)

### 5.3.3 Analysis of the survey questionnaires

Here I will present the result of the survey questionnaires applied to know the participants' views on their own reading comprehension process (see appendix). As the instrument analyzed above, these also contribute to have wide understanding about what the students learned in terms of reading along the process. Considering the importance of the student's self-perception to contrasting it with the test result, this study applied two questionnaires at the end of the project; each one was administered in different dates depending of the availability of the partici-

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participants. Previous to the both surveys they received explanation about the purpose of the instruments; the way to respond, and also the importance to do it honestly in order to not affect the investigation.

Both survey questionnaires were applied to all the participants at the same time in a quiet room, the participants were sitting having enough room among them. 25 out of 33 learners took the first survey; six of them did not attend school that day. 2 because were sick, 3 were subjected to three days disciplinary sanction because serious misbehavior against the rules of the school, and another did not report any excuse for his absence. Again, two girls did not finish the process because maternity issues.

### 5.3.4 Students' perception about activating background

The aim of this first questionnaire was to know the influence of the activating prior knowledge process and the knowledge of the purpose and structure of the studied text in the participants' reading process. The instrument contained three sections; each one had a main question and a set of sub questions. In the first section, the responders were asked about the influence of activating prior knowledge, then they found questions about the influence of the purpose of the text, and finally, they responded about the impact of knowledge of the text structure. The whole survey had 17 questions. An examination of the responses indicated that there was differences in response pattern as will be describe next.

### 5.3.5 Analysis of questionnaires

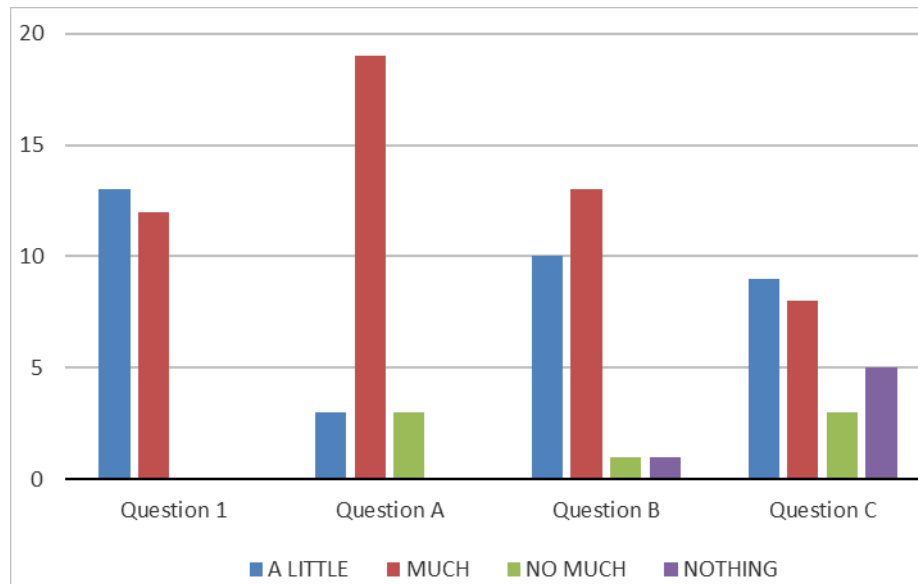
In the first section, the responders were asked whether they relate some of

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their previous knowledge with the text they read. Then there were 3 sub questions through which they expressed whether such awareness influenced their reading process.

1. At the beginning of the class I relate some of my prior knowledge with the text to read?
It was useful to
A. generate curiosity to know what the text would be.
B. suppose the reading topic.
C. mentally prepares me to read the text.

*Table 4. First section of the questionnaire.*



*Graphic 3: Self-perception about activating prior knowledge.*

To establish the impact of the activating prior knowledge, as we can see in table 4 the participants were asked the following question: “At the beginning of the class I relate some of my prior knowledge with the text to read?” The answers were divided between 52% who consider have made a little of such relation and 48%

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who said have made much relation. This is in coherence with the theory that all the learners bring some knowledge to the teaching learning activities and teachers make the students bring them up by implementing appropriate activities.

Question A reported that 12% also expressed that making such relation was a little useful to generate curiosity to know what the text was about, whereas the majority of them, 76%, said being much curious, contrasting with the 12% who felt that there was not much curiosity. However during the interviews there were not negative comments. For example:

T: What we did at the beginning of the class made you remember some of your prior knowledge? If so, did you relate it with the text?

S1: “Las imágenes crean curiosidad antes de leer el texto porque uno quiere saber de qué es lo que se trata el texto...”

S2: “Yo quería saber si algo de lo que dijimos en el grupo era lo que estaba en el texto.”

This demonstrated that the students bring to the class some knowledge to contribute with during their own reading learning process as genre based approach states, and teachers make them bring up through appropriate activates.

On the other hand question B asked whether the students “suppose the reading topic”, 40% said made a little relation, 52% reported much relation, 4% felt that there was not much connection, and another 4% did not make any prediction. This result is coherent with what students stated during interview 1:

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S1: “Al comienzo del texto dice algo de lo que yo pensé, y yo dije acerté!”

S2: “Las imágenes y lo que hablamos fueron una especie de preparación para tener idea de qué se iba a tratar el texto.”

S3: “Yo di mi opinión acerca de las imágenes pero no me imaginé que eso iba a salir en el texto.”

Lastly as we can see that the above percentage differs somehow from what the students reported on question C, “mentally prepared to read the text”. 36% stated been prepared a little, 32% felt much prepared, 12% felt no much preparation, and 20% felt not preparation at all. “me acordé que se las comen... Yo supuse que las imágenes se relacionaban con algo en el texto y después vi que decía algo así.” It is possible that being familiar with the turtles better influence that preparation in terms of confidence.

However those who felt no influenced to be prepared to read maybe did not identified themselves with the prior activity or they might not be interested in the class as Wallace (1991) says “One of the crucial factors in the success of learning anything depends on what the learners themselves bring to the learning situation” (p.3) Another assumption is that they assumed the term “prepare” as having enough vocabulary to understand the text instead of experiment a positive attitude and confidence.

5.3.6 Students’ perception about knowledge and influence of the text purpose

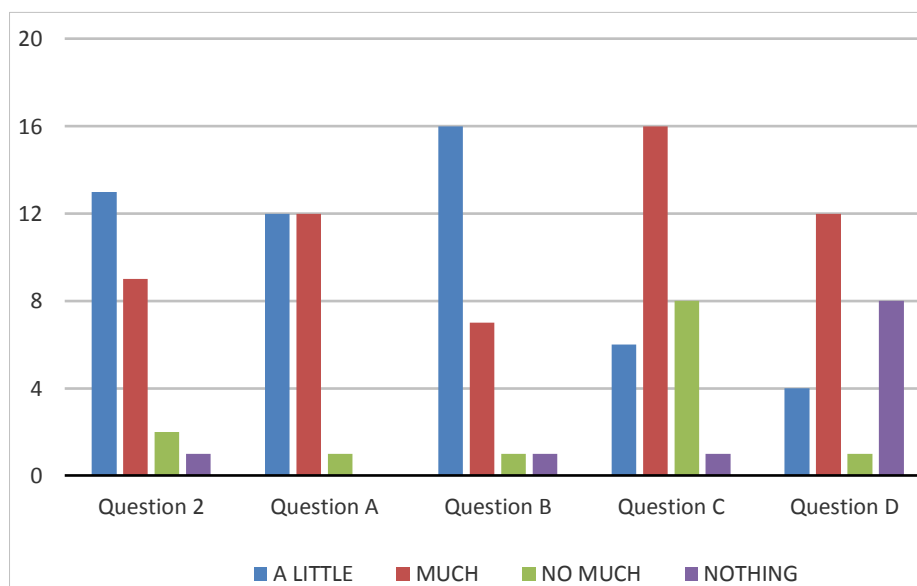


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This section asked for the participant's awareness about the text purpose while reading it. Then there were 4 sub questions through which they expressed whether such awareness influenced some reading strategies.

2. Was I clear about the purpose of the text while reading it?
It was useful to
A. suppose the information I could find in the text.
B. predict the kind of vocabulary contained in the text.
C. be better prepared to read the text.
D. make sense to the part of the text easier.

*Table 5. Questions contained in the second section of the questionnaire*



*Graphic 4. . Self-perception about the influence of the text purpose knowledge*

Analyzing the applicant's responses the graphic shows that in question 2: "Was I clear about the purpose of the text while reading it?"

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More than half of the participants (52%) reported certain consciousness on it. 36% reported the highest level of awareness, and 8% said they were not clear about that, there was 4% who reported non awareness about it.

But on responding the question “A” whether the text purpose awareness was useful to “suppose the information I could find in the text.” the same percentage of responders (48%) was for those who considered having a little influence and those who reported to have a high level knowledge. 4% answered that his/her knowledge was minimal. And none indicated absolute unawareness.

The analysis also reflects that on item “B” 64% of the students considered that their knowledge on the text purpose made them slightly predict the vocabulary they could find in the text; in contrast, a minor number of 28% said that their level of prediction is higher. On the other hand there was a dead heat of 4% between the participants who reported no much knowledge and those who reported any prediction.

In item C, referred to the influence of the text purpose knowledge in “be better prepared to read the text,” the result shows that there was a significant difference between those who stated have felt slightly prepared (25%) and those who reported have felt considerable prepared (64%). 8% percent reported no much preparation, and the same percentage said has felt no preparation at all.

The last question of this survey section “make sense to the part of the text easier.” asked participants to report how much the knowledge of the purpose of the text was useful for them easier to make sense to the text’s parts. The outcome was that 16% of them reported have developed slight competence to do so, whereas a

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higher number of applicants (48%) responded that they were considerably able to make such sense of the text. Just 4% said have no much competence on getting much easy the referenced meaning. Finally 32% responded have not been influenced.

The result of the second section of the survey questionnaire makes think that there was a considerable students' awareness about the purpose of the text once they were inside the reading. According to much of the participants, this influenced positively on their reading process since it stimulated their prediction not just about the reading content, but about the vocabulary feature of the text. It also made feel the students confident to read the text and facilitated relating paragraphs among them.

Nonetheless, as it was written before following the coherence of the text phases in order to make them match turned out difficult for 32% of the participants; it is possible that they needed more vocabulary recognition and knowledge of transitional expressions as well as much practice on reading applying this pedagogy.

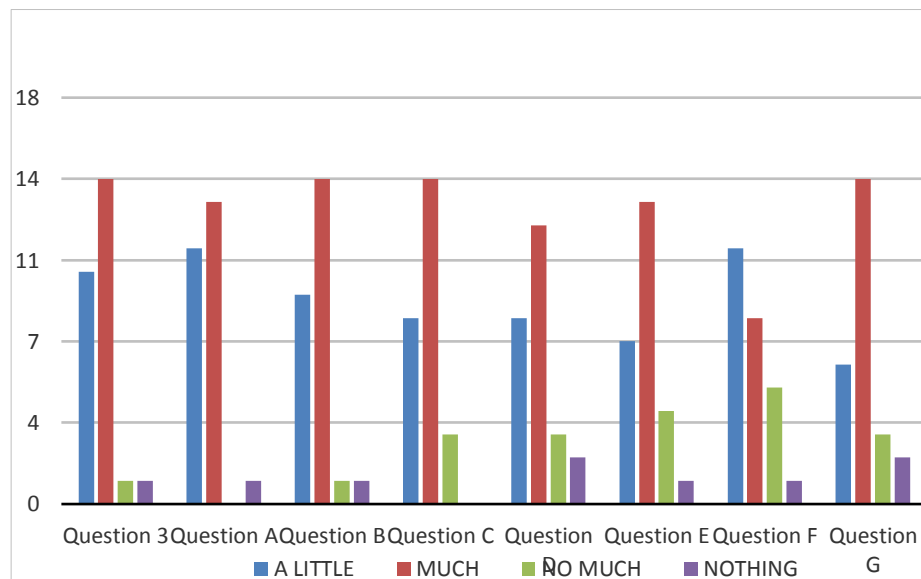
5.10 Third survey section: Students' perception about knowledge and influence of the text structure

This section asked for the participant's awareness about the text structure while reading it. Then there were 7 sub questions through which they expressed whether such awareness influenced some reading strategies they might apply. The following chart contains the mentioned questions.

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3. Did I remember the structure of the descriptive report text once I started reading it?
It was useful to
A. suppose the information I could find after each part of the text.
B. read expecting a familiar structure.
C. read and check my predictions about the structure of the text.
D. evaluate whether the text followed the expected structure.
E. compare the text with others of the same structure.
F. compare the text with other of different structure
G. evaluate the text and its organization.

Table 6. Third section of the questionnaire.



Graphic 5. Students' perception about the influence of text structure.

As part of the questions to establish what the participants learned along the project, the survey also included the questions contained in table 6 which analysis

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we can see in the graphic above. This last section of the questionnaire aims to identify the correlation between the students' knowledge of text structure and their possible appliance of some reading strategies.

On question 3 "Did I remember the structure of the descriptive report text once I started reading it?" We can see that a great number of participants said had minor and considerable reminder (40% and 56% correspondingly) whereas the same minimal percentage (4%) consider did not remember enough or did not so.

What some of the students stated in interview 1 (See appendix) seems to be some of the reasons why much of them remember the text structure. For instance,

T: Did you remember the structure of the text?

S1: "Sí porque ya nosotros venimos trabajando así, entonces si usted nos da un texto ya sabemos que va a ser lo mismo."

S2: "La recordé más fácil por las llaves, si nos hubiese entregado el texto sin eso, hubiese sido más difícil."

S3: "A medida que iba leyendo iba encontrando las partes."

Based on what the third student above said makes think that those who had difficulties on awareness of the text structure may find hard to understand what each phase said, or they probably needed more exposure to the process of deconstruction and re- construction of the text.

In item A, in relation to the influence of remembering the text structure to predict the information after each part of the text, a considerable number of stu-

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dents 44% and 52% expressed did so in a slightly way and in a high level respectively, but 4% reported did not have any influence. Whereas in the item B. The graphic shows that reading expecting a familiar structure was reported as done somewhat by 36% of the applicants, but 56% said did so in a high level of awareness, and only 4% responded had not considerable expectation, followed by another 4% who reported not felt such anticipation about the text structure.

What reported in both questions above probably occurred due to the high familiarity with those texts previously studied not just in terms of structure but in content.

Item C: “read and check my predictions about the structure of the text.”

The answers varied among the participants who stated have been slightly influenced by their text structure knowledge (32%), those who reported a major level of influence (56%), and a group with low level applying this strategy (12%), nobody reported nil in this strategy.

Item D: “evaluate whether the text followed the expected structure.”

32% of the participants reported did so somewhat, but the majority of them, 48% stated have applied this strategy considerably, but 12% did not say the same, rather they expressed no much improvement on doing so, the rest of them, 8% did not applied such evaluation. Some of the student’s voices transcribed from interview 1 support this report:

T: What happens when you are aware about the structure of the text?

S1: “Conocer la estructura del texto me ayudó a buscar las repuestas, leyendo cada parte.”

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S2: “Eso me ayuda para saber dónde hay causa, dónde hay solución o dónde hablan del tema.”

S3: “Había muchas palabras que no conocía y por eso no entendía, aunque recordaba la estructura, ahí más o menos.”

It is evident that predicting and evaluating the text structure is determined by the level of comprehension the students had from the text.

About item E “compare the text with other of the same structure” On responding this question 28% of the students reported certain level on applying this strategy, however a higher number of 52% said have carried out such comparison in a great level, whereas in the 16% of them was minimal, and 8% simply did not compare.

Item F “compare the text with others of different structure.” 44% of the participants reported certain level on applying such strategy, but a lower number of 32% said have carried out such comparison in a high level, whereas none reported have done so, but one student which is the 4% did. There is evidence that the way the text was divided result familiar for the informants. That is why they recalled the texts they worked with before. For instance,

T: Did you remember the structure of the text?

S1: “Yo me acordé de un ejercicio que hicimos para nombrar las partes, cuando el delfín.” (In reference to the text Chinese white dolphin. See appendix)

S2: “Ahí lo comparé con el texto anterior y fui entendiendo cada parte, más o menos.” (In reference to the Black- faced spoonbill)

S3: “Yo me acordé del de la “Loa” y lo comparé con ese.” (A narrative text worked at the beginning of the previous term)

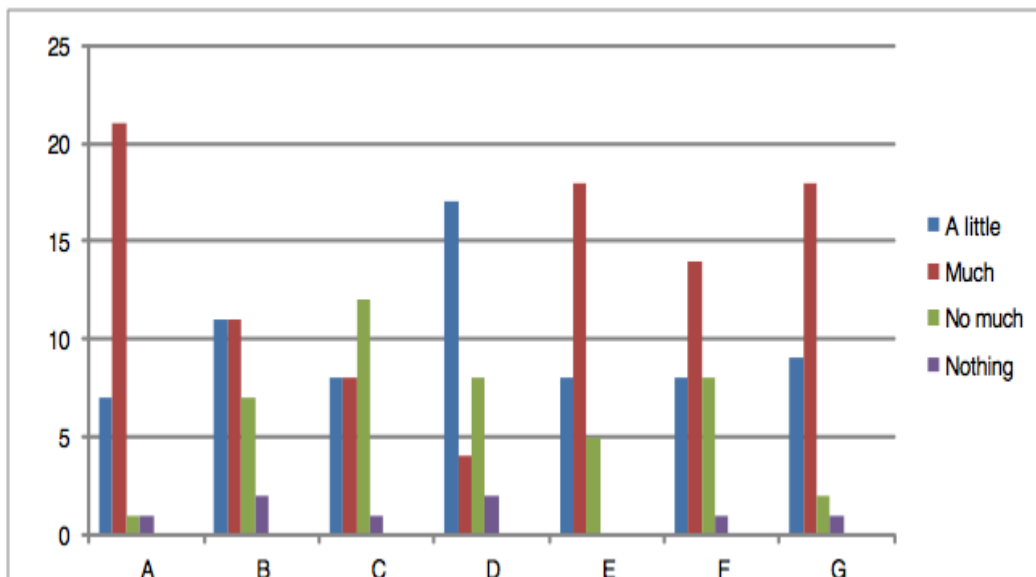
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The item “G” was the last of the survey questionnaire: “evaluate the text and its organization.”

In terms of percentages the result indicates that a high number of students responded that awareness of the structure of the text was useful for evaluating the text and its organization as following: 25% slightly, 56% greatly, 12% minimal, but 8% did not so. It is possible that as long as the students read and compared the text with others they evaluated the way it was organized and made their conclusions.

5.3.7 Second survey questionnaire. Participants’ self-perception about their reading process

The graphic 6 compiles the result of the second questionnaire responded by 30 students. It comprised eight questions through which they reported their perception about their own reading learning development along the project.



Graphic 6. Learners’ perception about their own reading process.



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Item A: “identify what the text is about.”

The first question explored whether the participants consider they learnt to identify what the descriptive report text is about. The result demonstrates that 23% of the learners express having an average knowledge on doing so, whereas 70% said they learnt much, while a low level of 4% indicate not have learnt much, along with 4% who respond have not developed this skill. This reflects that the students might learn to identify the theme of the text because certain awareness about the text purpose, structure, and because the three studied texts were very similar in terms of topic, subject, and vocabulary features.

Item B: “identify what each part of the text is about.”

The result shows that 43% of the participants affirm they learned pretty well to recognize the information contained in each phase of the text, close to this percentage is the 40% who respond have gained a lot of knowledge doing the same, in contrast we see that the 13% and the 3% whose responses were have gained no much learning, and nothing respectively. It is possible that the text structure and key words recognition guided the participants to identify the information contained in each part of the text.

Item C: “recognize key vocabulary to understand information in the text.”

The result of this question indicates that the same percentage (26%) of students consider having got a little or much knowledge on the presented issue. In contrast with this 40% state they did not learn much, and 6% considered has not got any improvement. The regularity of cue words in all the text could facilitate

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such recognition in the majority of participants. Whereas those who stated none improvement may be affected by their absences to some classes.

Item D: “read taking the whole idea of a sentence or paragraph instead of doing so word by word.”

56% of the students responded to this item by saying that they learned a little bit to read not by isolated words but getting the sentence or phase meaning. 13% state got much knowledge on reading applying this strategy. On the contrary 23% considered their improvement as minimal, and 2 of the participants said they learned nothing about that. It is possible that vocabulary building during the deconstruction of the texts helped the participants to read this way.

For those participants whose improvement was minimal or null, maybe deeper practice with guided and extended activities could help. This, taking into account that the lessons taught in this study did not include activities for students to do at home.

About lack of vocabulary recognition, there might be useful had made more emphasis on building the vocabulary on new technical words meaning. Also designing some worksheets for students to have extensive practice beyond school in order to review the lessons as well as exposing them to new vocabulary. Since as Thompson and Vaughn (2007) say, vocabulary is vital for making foreign language meaning; that is why “ To develop adequate level of vocabulary, English language learners need instruction to learn specific words, skills that promote independent learning of words, and many opportunities to learn new words.” (p.90)

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Item E: “identify the problem and its causes.”

About this question, the graphic shows that 8 participants which correspond to 26% of the population respond that they gained a little knowledge on doing what the item asked. On the contrary the highest rate demonstrates that 60% of them say they learned it in a high level. There were 13% who consider have no much learning in the mentioned issue, and none said have nothing learned. The fact that all the texts were about animals with similar problems could facilitate the students learning of vocabulary related with problem and causes which made easy identify them.

Item F “recognize a solution proposed by the author.”

The answer of the participants for this item is divided into: The 30% who align with the option of a little knowledge; then there is 46%, who select the option which indicates much learning, another 20% consider having a non-significant knowledge along the project, and finally 1 participant which represents a minimal percentage of 3% stated that he/she did not learn to recognize a solution proposed by the author in a descriptive report text. On analyzing this information this study considers that recognition of the text’ structure as well of the vocabulary feature could influence in the participants recognition of author’s possible solution.

Item G: “recognize classification and description.”

For the last item the participants responded in the subsequent way: Similar to the previous item, 30% of 30 participants who took the survey consider they learned a little bit about recognizing classification and description in the text. 60%

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said their learning was not a little but much. In contrast 6% responded that their improvement on this skill was not much. Finally, a minimum percentage of 3% indicated that there was not knowledge at all on this issue. Recognition of the title and awareness about focusing of the first paragraph to identify the phenomena, also knowledge of some adjective and verbs helped the participants to recognize be familiar with classification and description.

### 6. Conclusions

The previous chapter showed the analysis and discussion of the findings revealed by the instruments about what the participants in the study learnt in terms of reading after been taught under genre based approach. Then the present section draws the conclusion in light of the question research and the corresponding objectives.

The analysis of the instruments evidences that that this pedagogy influences positively the participants' reading comprehension process. They gained knowledge on reading making prediction not just at the beginning of the process, but after each phase. Another important impact was the recognition of text structure, sentences boundaries and phases as well. It was also evident less dictionary dependence since they start putting in practice reading taking the meaning of sentences by guessing and focusing on the key or wording words.

It was also noticed an improvement in their confidence by the time they read and share their understanding about the readings. They did not become totally literacy in reading comprehension of the descriptive report text, but they got im-

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provement. It demonstrates that if teacher continue teaching them through this pedagogy, in the future many of them could overcome their disadvantage condition as lower readers.

I have to say that this study was carried out with all the students of a class with 33 learners because the researcher wants to seek out how this pedagogy works in a real context; thanks this it was possible identify some limitation of the study. For instance, there was difficult to catch up those students who did not attend the full classes or came regularly late. It was observable that this situation was a barrier for their progress. On the other hand there was not much improvement on those learners who demonstrate disinterest on doing the activities or were not attentive during the classes.

There was also another constraint because sometimes at the school the daily schedule was modified without previous communication to the teacher or students reason why sometimes some classes were postponed or interrupted. For further I should recommend to carry out a more prolonged research in order to try different texts genre and then gain more insight about the participants' understanding and differentiation of them.

Finally, being the researcher of the students I currently teach was very wealthy because I could contrast the participants' needs, weaknesses, and progress with what I teach them. Also self-observation let me be aware about how much appropriateness of the genre based I have and what I need to improve to become an expert to scaffold the students. Moreover I reflect on the fact that in

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many cases for reading classes the texts are forced to fix students needs which results in total frustration not only for the learners but also for teachers. This study is regarded as a great opportunity for improving the pedagogic practice since it is an appropriate approach that permits development of reading comprehension through authentic text.

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## APPENDIX A

Analysis of the texts applied: Based on Martin & Rose (2008) and Halliday (1985)

### 1. General characteristics of the three texts

Genre	Report
Text type	Descriptive report
Social purpose	To describe characteristics of something.
Role in school	It is common in science and technology topics
Structure	Two stages: <ul style="list-style-type: none"><li>• First: Classification</li><li>• Second: Description</li></ul>
Classification	Identify what the author is to describe.
Description	Contains many paragraphs or phases in which the author describes the phenomenon.

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2. Analysis of the First Text Studied: “Chinese White Dolphin”

Genre	Report
Text type	Descriptive report
Social purpose	To describe characteristics of something.
Field	<p>Topic: Describe the problems the white dolphins are facing as well as their habitat.</p> <p>The field is concerned with marine endangered animals.</p> <p>Language choices reflects what occurs with threatened marine animals (threats, habitat, estuarine, local waters, worrisome, overfishing, water pollution, heavy marine traffic, cumulative impact, conserve, decrease, population)</p> <p>Nouns related to marine habitat (estuarine mixing zone, river, ocean, shore, islands)</p> <p>Language choices also reflect a signal to identify what the author proposes for solving the problem. (it is necessary, in order to could result)</p> <p>In order to read the text readers need background knowledge such as functional use of some action and non-action verbs as well as some adjectives and nouns.</p>
Tenor	<p>The text is written by WWF. It is an organization that is interested in protecting and caring vulnerable animals worldwide.</p> <p>The reader is someone who needs to be informed about marine animals' difficulties. Someone who knows about dolphins, but might have no knowledge about the white one, neither the problems they are facing.</p>
Mode	It is a written text. It includes a picture to help the reader identify what the topic is.



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Lexico grammatical features	Adjectives technical vocabulary action verbs present tense generalized nouns nominalization signal expressions or words
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## 3. Analysis of the language features and lexis

Stages	Text: Chinese White dolphin	Language feature and lexis
Classification	There are many reasons why the <b>Chinese white dolphin (Sousa chinensis)</b> is beloved by the Hong Kong people.	generalized term and technical vocabulary(phenomenon)
Description		
Phases		
Appearance	At the top of the list: its <b>pink</b> colouring and its <b>friendly</b> nature.	Adjectives Substitution Addition
First recording and habitat	/The Chinese white dolphin was first recorded in local waters as early as the 1600s./ The dolphins' habitat spans the Pearl River Estuary, and is closely associated with the estuarine mixing zone between the river and the ocean.	Topic sentence Passive voice Technical vocabulary Terms associate to marine habitat Repetition Addition Present tense
Particular places	/On the western coast of the Pearl River Estuary, within Hong Kong waters, the dolphins prefer to stay close to the shore./ In particular, they are known to be in North Lantau waters near Castle Peak, Lung Kwu Chau and Sha Chau Marine Park, Chek Lap Kok and Tai O. They are also found in the waters south of Lantau, including Fan Lau and the Soko Islands.	Topic sentence Name of places Simple present Passive voice Indicator of purpose Repetition Comparison Substitution Addition

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Problems	/The population inhabiting the Pearl River Estuary,/ including Hong Kong, is believed to number around 2,500 individuals. During the past few years, there has been a worrisome decrease in the number of young dolphins sighted in Hong Kong waters. These lower numbers could result in a decrease in the population in years to come.	Topic sentence Terms which indicates problems Repetition Time Reference Passive voice
Problem solution	In recent years, the Chinese white /dolphin has been facing a number of threats:/ overfishing, water pollution and heavy marine traffic, along with coastal development. These threats have had a major and cumulative impact on the population for years. It is necessary to take a proactive approach in order to conserve the remaining population of the species before it's too late.	Topic sentence Terms which indicates problems Expression which indicates proposed solution Repetition Nominalization  Indicator of purpose Expression of time

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## 4. Analysis of the second text: "Black faced spoonbill"

Genre	Report
Text type	Descriptive report
Social purpose	To describe characteristics of something.
Field	<p>Topic: Describe the problems the white black faced spoonbill are facing as well as their habitat.</p> <p>The field is concerned with marine endangered animals.</p> <p>Language choices reflects what occurs with threatened marine animals (threats, habitat, estuarine, local waters, worrisome, overfishing, water pollution, heavy marine traffic, cumulative impact, conserve, decrease, population)</p> <p>Nouns related to marine habitat ( estuarine mixing zone, river, ocean, shore, islands)</p> <p>Language choices also reflect a signal to identify what the author proposes for solving the problem. ( it is necessary, in order to could result)</p> <p>In order to read the text readers need background knowledge such as functional use of some action and non-action verbs as well as some adjectives and nouns.</p>
Tenor	<p>The text is written by WWF. It is an organization that is interested in protecting and caring vulnerable animals worldwide.</p> <p>The reader is someone who needs to be informed about marine animals' difficulties. Someone who knows about dolphins, but might have no knowledge about the white one, neither the problems they are facing. (public in general)</p>
Mode	It is a written text. It includes a picture to help the reader identify what the topic is.
Stages	<p>Classification: What the author is going to talk about.</p> <p>Description: What the author explains about the phenomenon</p>

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Lexico grammatical features	Adjectives technical vocabulary action verbs present tense generalized nouns nominalization signal expressions or words
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## 5. Language features and lexis analysis

Stages	Text: Black Faced Spoonbill	Language feature and lexis
Classification	/Black-faced Spoonbill ( <i>Plataea minor</i> ) is a large white wading bird/ with a distinctively shaped beak-looking like a spoon, or a “pi pa” (Chinese musical instrument).	Topic sentence generalized term and technical vocabulary
Description		
Phase		
Appearance	/The facial skin is bare and black in colour - hence its name. / It stands about 76cm high and weighs about 1kg.	Topic sentence Adjectives Consequence conjunction Substitution
Breeding period and places	/Black-faced Spoonbills breed between March and September/ on small islands along the western coast of the Korean Peninsular to Liaoning Province, China. The Demilitarized Zone (DMZ) between North and South Korea where human access is restricted is the biggest and most successful breeding area.	Topic sentence Repetition Generalized name of places Addition conjunction Adjective Passive voice

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Wintering grounds	/In winter, Black-faced Spoonbill migrate/ southward to their wintering grounds. Confirmed wintering sites include: coastal areas in Mainland China, Japan, South Korea, Taiwan, Hong Kong, Macau, Vietnam, Thailand and the Philippines. Taiwan and the Pearl River Delta area (Mai Po & Inner Deep Bay, Futian Nature Reserve and Macau) are the main wintering sites of Black-faced Spoonbill; together they support over 60% of the wintering population.	Topic sentence Repetition Passive voice Name of places Conjunction Substitution Simple present Synonym
Problems and causes.  Feeding areas.	/The Black-faced Spoonbill feeds on fish and shrimps in shallow water,/ mainly in coastal areas. Yet most of the East Asian coast is threatened by high human populations and associated agricultural and industrial activities, resulting in habitat destruction and pollution. The Tseng Wen Estuary, Taiwan is threatened by a major industrial project, and pressure on the Deep Bay area in Hong Kong continues to grow.	Topic sentence. Repetition. Simple present. Common and proper nouns. Passive voice. Nominalization. Consequence conjunction. Addition conjunction. Time. Term which indicates problem.
stages	Text: Black Faced Spoonbill	Language feature and lexis
decreasing	/The Black-faced Spoonbill is only found in East Asia/ and, with an estimated world population of just 2,700 individuals, is classified as a globally 'endangered' species under the IUCN's Red List. Each year only 30 or so pairs are known to breed.	Topic sentence. Passive voice. Synonym Repetition. Term which indicates problems.
Problem and possible solution	/With such a small global population, Black-faced Spoonbill is inherently vulnerable to extinction./ Its survival is strongly dependant upon the continued preservation and security of their main breeding grounds, availability of unpolluted coastal wetlands abundant with food in their known wintering range, and avoidance of potentially deadly diseases or infections.	Topic sentence. Adjective. Repetition. Nominalization. Substitution. Passive voice. Term which indicates proposed solution.

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Main dispersing areas. Ongoing actions.	/On average, 20% of the global Black-faced Spoonbill population in any given year can be found wintering in Hong Kong./ The Mai Po gei wai are the core roosting site for Black-faced Spoonbill, and these areas act as a central point for birds to disperse and feed. As such, WWF's management of Mai Po plays a key role in maintaining a vital habitat for this species.	Topic sentence. Repetition. Passive voice. Conjunction addition. Comparison. Consequence. Present tense.
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6. Analysis of the third text: "Green turtles"

Genre	Report
Text type	Descriptive report
Social purpose	To describe characteristics of something.
Field	<p>Topic: Describe the problems the green turtles are facing as well as their habitat.</p> <p>The field is concerned with marine endangered animals.</p> <p>Language choices reflects what occurs with threatened marine animals (threats, habitat, estuarine, local waters, worrisome, overfishing, water pollution, heavy marine traffic, cumulative impact, conserve, decrease, population)</p> <p>Nouns related to marine habitat ( estuarine mixing zone, river, ocean, shore, islands)</p> <p>Language choices also reflect a signal to identify what the author proposes for solving the problem. ( it is necessary, in order to could result)</p> <p>In order to read the text readers need background knowledge such as functional use of some action and non-action verbs as well as some adjectives and nouns.</p>

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Tenor	<p>The text is written by WWF. It is an organization that is interested in protecting and caring vulnerable animals worldwide.</p> <p>The reader is someone who needs to be informed about marine animals' difficulties. Someone who knows about dolphins, but might have no knowledge about the white one, neither the problems they are facing. (public in general)</p>
Mode	It is a written text. It includes a picture to help the reader identify what the topic is.
Stages	<p>Classification: What the author is going to talk about.</p> <p>Description: What the author explains about the phenomenon</p>
Lexico grammatical features	<p>Adjectives</p> <p>technical vocabulary</p> <p>action verbs</p> <p>present tense</p> <p>generalized nouns</p> <p>nominalization</p> <p>signal expressions or words</p>

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7. Language Features and Lexis Analysis

stages	Text: Green Turtles	Language feature and lexis
Classification	Marine turtles (Cheloniidae / Dermochelyidae families) Sea turtles are air-breathing reptiles remarkably suited to life in the sea.	generalized term and technical vocabulary (phenomenon)
Description		
Phases		
Appearance	Their hydrodynamic shape, large size, and powerful front flippers allow them to dive to great depths and swim long distances.	Reference. Adjectives. Substitution. Addition convention. Simple present.
Importance of marine turtles	/Turtles fulfill important roles in marine ecosystems/ as they help to maintain seagrass beds and make them more productive. Without grazing by green turtles, seagrass blades grow tall and get choked by sediments that obscure the light and promote disease.	Topic sentence. Adjectives. Repetition. Consequence conjunction. Comparison. Class- member relation. Simple present.
Importance of seagrass	/Additionally, seagrass consumed by green turtles/ is quickly digested and becomes available as recycled nutrients to the many species of plants and animals that live in the seagrass ecosystem. Seagrass beds also function as nurseries for species of invertebrates and fish, many of which are of considerable value to commercial fisheries and therefore important to human food security	Topic sentence Sequence conjunction. Repetition. Passive voice. Simple present. Preposition.



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Problems and causes	/Widely distributed in tropical and subtropical waters,/ the Green Turtle is under threat due to numerous factors, from over-harvesting of both eggs and adults to accidental deaths in nets and long-lines of fishing fleets. The Mediterranean population is categorized as Critically Endangered in the IUCN Red List.	Topic sentence. Terms which indicate problems. Passive voice.
Disease and cause	/In some areas, there is a worryingly high number of green turtles suffering from debilitating and potentially lethal tumours. The cause of these tumours is unknown, but there is suspicion that increasing chemical pollution levels might be to blame. Green turtles are also widely harvested for meat along many tropical coasts.	Topic sentence. Repetition. Conjunction contrast.
Ongoing actions	/WWF is working with governments/ to develop and enforce regional conservation agreements, such as the Inter-American Convention on the Conservation of Marine Turtles. We also work with local communities in the Indian and Pacific Oceans to ensure that traditional or subsistence extraction levels are sustainable, and where necessary to find alternative sources of income.	Topic sentence. Long noun group. Substitution. Common terms. Term which indicates proposed solution.
Ongoing actions	/WWF calls for a stop of any further encroachment of the Green turtle's nesting sites in Hong Kong./ Known marine nesting sites or any newly discovered sites and surrounding waters should be fully protected from human disturbance.	Topic sentence. Repetition. Long noun group.
Possible solution	/It is necessary that beach visitors, divers and other visitors avoid disturbing any marine turtles/ in the water or at beaches identified as marine turtle nesting sites, e.g. Sham Wan on Lamma Island and Tai Long Wan to encourage turtles to come back to Hong Kong to nest. Very few nestings have been reported since 2005.	Topic sentence Wording word which indicates proposed solution. Repetition. Common and proper nouns.

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## APPENDIX B

### Checklist for analyzing the video recorded classes

The checklist below was used to register whether the teacher follows the principles of genre based pedagogy on teaching the lessons.

Specific objective: To identify what the teacher does.

	TEACHER PROCEDURE	YES	NO	COMMENTS
<b>1</b>	<b>To activate previous knowledge of the field the teacher</b>			
A	introduces the reading class activating previous knowledge.			
B	informs about the genre of the text she is going to teach.			
C	provides the students information about the structure of the text.			
D	is explicit about what the purpose of the text is.			
E	provides information of the writer of the text.			
<b>2</b>	<b>For modeling the text the teacher</b>			
A	deconstructs the text.			
B	explains the purpose of each stage of the text.			
C	reads the text with student stage by stage.			
D	divides each stage by phases for reading it.			
E	reconstructs the text with the students.			
<b>3</b>	<b>While building vocabulary the teacher</b>			
A	is explicit about basic vocabulary to identify each stage.			

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B	is explicit about grammatical features contained in each stage.			
C	explains how some words and wording phrases help the reader to identify the problem.			
D	explains how some words and wording phrases help the reader to make meaning on doing reading.			
E	explains linguistic feature to help students identify encoded information.			
4	<b>For joint construction the teacher</b>			
A	presents graphics, charts or tables to reorganize the content of the readings.			
B	guides the students to read critically the content of the text as well as the language used in it			
C	asks the students to evaluate their own reading process.			

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## APPENDIX C

### SURVEY QUESTIONNAIRES

The aim of these questionnaires was to get information about the participant's self-perception of their knowledge along the project.

#### 1. Self-perception about the reading learning process

<p>Lee cada pregunta y responde marcando con una X una de las opciones escritas a la derecha: UN POCO- MUCHO- NO MUCHO – NADA.</p>					
		UN POCO	MUCHO	NO MUCHO	NADA
	A través de las actividades de lectura realizadas aprendiste a				
A	identificar de qué trata el texto.				
B	identificar de qué trata cada parte del texto.				
C	identificar vocabulario clave para comprender información en el texto.				
D	leer tomando la idea global de una oración o párrafo y no palabra por palabra.				
E	identificar el problema y las causas del problema.				
F	reconocer cuando el autor plantea una solución al problema.				
G	identificar clasificación y descripción.				

#### 2. Tabulation of the survey questionnaire above

	UN POCO	MUCHO	NO MUCHO	NADA
A	7	21	1	1

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<b>B</b>	13	12	4	1
<b>C</b>	8	8	12	2
<b>D</b>	17	4	7	2
<b>E</b>	8	18	4	0
<b>F</b>	9	14	6	1
<b>G</b>	9	18	2	1

2. Second questionnaire. It contains the tabulation of the participants' answers.

Lee cada pregunta y responde marcando con una X una de las opciones escritas a la derecha:  
UN POCO- MUCHO- NO MUCHO – NADA.

Luego explica las razones de tus respuestas marcando con una X una de las opciones escritas a la derecha:  
UN POCO- MUCHO- NO MUCHO – NADA.

		UN POCO	MUCHO	NO MU-CHO	NADA
1	¿Al inicio de la clase pude relacionar algunos de mis conocimientos previos con el texto a leer?	13	12	0	0
	Lo anterior me sirvió para				
	A. despertar mi curiosidad por saber de qué se trataría el texto.	3	19	3	0
	B. pude suponer el tema de la lectura.	10	13	1	1
	C. prepararme anímicamente para leer el texto.	9	8	3	5
		UN POCO	MUCHO	NO MU-CHO	NADA

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2	¿Antes de comenzar a leer tuve claro el propósito del texto?	13	9	2	1
	Lo anterior me sirvió para	12	12	1	0
	A. suponer la información que podría encontrar en el texto.				
	B. predecir el tipo de vocabulario que podría contener el texto.	16	7	1	1
	C. estar más preparado para leer el texto	6	16	2	1
	D. tener mayor facilidad para encontrarle sentido a las partes del texto.	4	12	1	8
		UN POCO	MU-CHO	NO MU-CHO	NADA
3	¿Antes de comenzar a leer recordé la estructura del descriptive report text ?	10	14	1	1
	Lo anterior me sirvió para				
	A. Suponer la información que podría encontrar después de cada parte del texto.	11	13	0	1
	B. leer esperando encontrar una estructura conocida.	9	14	1	1
	C. leer e ir verificando que la estructura se diera	8	14	3	0
	D. al final poder evaluar si el texto cumplió con la estructura que esperaba	8	12	3	2
	E. al final comparar el texto leído con otros de la misma estructura	7	13	4	1
	F. al final comparar el texto leído con otros de estructura diferente	11	8	5	1

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G. al final evaluar el texto y su organización.	6	14	3	2
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### APPENDIX D

#### TRANSCRIPT OF THE INTERVIEWS

##### 1. Reflective interview

The purpose of this semistructured interview was to have insights about the influence of activating prior knowledge, and knowledge of the descriptive report text's structure on the participants.

Teacher (T): What we did at the beginning of the class made you remember some of your prior knowledge? If so, did you relate it with the text?

Student 1 (S1): Parte de lo que mostraban las imágenes, decía algo en el texto.

S2: Yo recordé que mi padrastro las coge para venderlas.

S3: Sirvió para ilustrar lo que está pasando en el texto, yo vi las imagen y comencé a leer y a relacionar de qué se trata.

S4: Que de la caparazón hacen collares

S5: Si sirvió porque algunas imágenes salían... como indicando un problema.

S6: Cuando la vi tan grandota recordé que yo había leído que pueden vivir 200 años.

S7: Recordé que hay organizaciones que las liberan a la orilla de la playa.

S8: Las imágenes crean curiosidad antes de leer el texto porque uno quiere saber de qué es lo que se trata el texto...

S9: Yo me guíé por algunas imágenes y por lo que cada quien decía cuando usted hizo las preguntas.

S10: Yo empecé a leer y me empiezo a guiar de las imágenes de las que hablamos, algunas también aprecian en el texto.

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S11: Al comienzo del texto dice algo de lo que yo pensé, y yo dije acerté!

S12: Las imágenes y lo que hablamos fueron una especie de preparación para tener idea de qué se iba a tratar el texto.

S13: Me sirvió para guiarme cuando iba leyendo, pensé que algo de lo que hablamos iba a salir.

S14: Discutir sobre las imágenes me generó curiosidad y me hizo reflexionar porque son cosas que nos afectan, son cosas de la vida real.

S15: yo recordé que los huevos los venden... Yo di mi opinión acerca de las imágenes pero no me imaginé que eso iba a salir en el texto.

S16: me acordé que se las comen... Yo supuse que las imágenes se relacionaban con algo en el texto y después vi que decía algo así.

S17: Sin comenzar a leer ya tenía ideas porque cuando usted hizo preguntas algunos hablaron de los problemas de las tortugas. Pero a medida que fui leyendo fui saliendo de dudas, vi que estaba relacionado con lo que habíamos hablado al inicio.

S18: Yo comencé a leer el texto y lo relacioné, y dije, tiene que ver con las cosas que dijimos.

S19: Dialogar entre nosotros me ayudó a suponer qué información había en el texto.

S20: Yo relacioné dos imágenes con el texto, pero cuando leí no lo encontré.

S21: Yo ya había visto videos sobre esto... pensé que estas imágenes iban con algo que íbamos a leer.

S22: Una imagen puede servir para hablar de varios temas, entonces yo fui leyendo y comparando porque a veces lo que dice no tiene que ver con el dibujo.

S23: Las imágenes y las preguntas que usted hizo me causaron curiosidad.

S24: También ayudó a reflexionar.

S26: Cuando comencé a leer se iba mostrando lo que yo había pensado.

S27: Yo quería saber si algo de lo que dijimos en el grupo era lo que estaba en el texto.



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T: Were you aware about the purpose of the given text?

(S1): No mucho.

S2: No con claridad

S3: No pensé en el propósito.

S4: Me enfoqué en el contenido del texto.

S5: Sí, recuerdo que informa sobre hechos reales.

S6: No.

S7: yo sé que informa sobre problemas y causas.

S8: la verdad, la verdad, yo no pensé en eso. Me concentré en el propósito de cada parte del texto.

S8: Yo sé que el texto describe hechos reales, las causas de problemas y eso.

S9: Yo sé lo de causa- efecto pero no reflexioné sobre eso.

S10: yo ya sé cuál es el propósito, que describe...informa sobre problemas, causas y eso.

T: What happens when you are aware about the purpose of the text?

S1: ya sé qué información voy a encontrar en el texto.

T: Did you remember the structure of the text?

(S1): Sí

S2: Sí la recordé.

S3: cuando veía las divisiones

S4: Yo la recordé porque se parecía al texto anterior.

S5: Yo adivinaba las partes.

S6: Yo me acordé por la del black spoon.

S7: Cuando empecé leyendo el título

S8: Sí la recordé.

S9: Era la misma estructura del anterior.

S10. Yo me guié por la misma estructura de los que ya vimos.

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S11: Yo me acordé de un ejercicio que hicimos para nombrar las partes cuando el delfín.

S12: Sí porque ya nosotros venimos trabajando así, entonces si usted nos da un texto ya sabemos que va a ser lo mismo.

S13: Ya sé que cada texto lleva una estructura.

S14: La recordé más fácil por las llaves, si nos hubiese entregado el texto sin eso, hubiese sido más difícil.

S15: Yo lo recordé porque ya hemos trabajado así.

16: Yo entendí lo de la estructura cuando usted nos organizó en grupitos, entonces cuando estaba leyendo me acordé de lo que decíamos en el grupo.

S17: Todavía no tengo bien claro la estructura.

S18: Tengo idea, pero no totalmente claro.

S19: A medida que iba leyendo iba encontrando las partes.

20. Yo, yo me acordé del de la “Loa” y lo comparé con ese. (Narrative text)

T: What happens when you are aware about the structure of the text?

(S1): En el texto uno ya sabe uno cómo buscar las causa- efecto.

S2: Eso me ayuda para saber dónde hay causa, dónde hay solución o dónde hablan del tema.

S3: Para comprender el texto.

S4: Cuando a uno le van a preguntar sobre el texto, ya sabe uno... dime de qué trata el texto. Ya uno se guía por la estructura.

S5: A mí me ayuda a buscar la información más rápido.

S6: ...me ayuda a resolver ciertas preguntas para el taller.

S7: Sirve para responder las preguntas que usted nos hace para saber si uno entendió la lectura.

S8: Ayuda a orientarse.

S9: Desde el título pude guiarme para lo que venía después.

S10: Ahí lo comparé con el texto anterior y fui entendiendo cada parte, más o menos.

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S11: Conocer la estructura del texto me ayudó a buscar las repuestas, leyendo cada parte.

S12: yo leía por partes, hmm es bueno porque uno supone lo que va a encontrar.

S13: yo me acordé de la estructura pero no entendí mucho el texto.

S14: Había muchas palabras que no conocía y por eso no entendía, aunque recordaba la estructura, ahí más o menos.

### 2. Second semistructured reflective interview

The purpose of this interview was to have insights about the knowledge, if any, the students got on reading a text. The students respond these questions while they were taking the reading exam.

T: How do you recognize the classification?

S1: porque cuando el texto comienza da primero una información, como de qué va a tratar.

S2: Porque classification es la que te da una idea de lo que se trata el texto.

S3: el classification habla sobre lo que es.

S4: because the title and the color of turtle.

S5: porque dice marine turtle.

T: How do you recognize description here?

S4: ahí habla de las características

S5: se habla detalladamente sobre cómo es algo.

S6: porque aquí dice are air-breathing reptile, dice como lo que son.. cómo son

S7: the size large, life in the sea- (lee apartes)

S8: el mismo texto nos va dando claves y están las palabras más importantes que nos llevan a ... identificar hmn... como shape, large size.

S9: swim long distances, dice lo que hacen, que nadan a distancias

T: Por qué dices que esta es descripción?

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S10: Aquí al inicio menciona marine turtles, habla de las características, sea turtle are reptiles, life in the sea, swim long distance.

T: How do you know that these paragraphs contain actions to help?

S1: me guio porque ya esta organización ya la habíamos hablado en el otro texto y esas son las encargadas de investigar lo que está pasando con los animales que se extinguen.

S2: Lo que no entiendo para nada es este último, no encuentro el effect.

T: Qué crees que te causa dificultad?

S2: Porque me voy al anuncio, luego me voy acá (2nd paragraph) ...dice que son importantes para la comida del hombre ...y aquí lethal tumours... todo se parece.

S3: Estoy analizando la estructura y buscando palabras pa' guiarme a ver si es conclusión... solution o qué. Porque It is necessary es pa' la problem solution, pero aquí en lo último menciona como un problema... Very few nestings have been reported since 2005. Qué es nesting... qué es nesting?

S4: Estoy leyendo por por pedacitos, buscando para ver si lo que está acá es importance of the turtle, aquí dice considerable value to commercial fisheries and therefore important to human food security.

T: Y porqué crees que esa información corresponde a las tortugas? (segundo párrafo)

S4: Porque acá arriba dice green turtles, entonces trata de eso. (lo tiene subrayado)

S5: Estoy embolatao teacher, estoy buscando una relación entre lo que dice cada párrafo y las opciones.

T: y por qué crees que estás confundido?

S5: Porque hay muchas palabras que no sé, y entonces no entiendo mucho.

S6: Yo creo que este es el factor porque menciona varios problemas... dice Green Turtle is under threat due to numerous factors- Critically Endangered.

S7: Me estoy guiando por el vocabulario que va saliendo, hay palabras que son claves para tener idea de lo que dice cada parte, como estas que tengo subrayadas (worryingly, potentially lethal, increasing chemical pollution).

S8: hmm the green turtle is under threat... amenazadas y también dice red list, creo que este es un problema.

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S9: Según la explicación que hay aquí, aquí dice que las tortugas son importantes para human food... para la comida de las personas.

S10: Estoy traduciendo algunas partes, me acuerdo de cosas... critically endangered o sea están en mucho peligro.

T: Cuál crees que es la posible solución al problema?

12: la posible solución está aquí, que los visitantes y los divers.. divers ... no disturben a las tortugas en el agua.

S13: Me viene a la mente lo que trabajamos en otras clases, cuando estábamos hablando en el grupo, que los compañeros decían significado de cosas... como worrying- preocupación... por número de green turtles débiles por letal tumor. Aquí está diciendo los problemas o sea los factors.

S14: Ese increase ya lo vimos, es que crece verdad? Hmm crece la chemical pollution; este es un problema.

T: Cómo reconociste el effect?

S15: Leyendo todo el texto, de lo que me va quedando, retomando todo lo anterior. Dice que las green turtles están en red list, tienen tumors por la contaminación.

16: No sé lo que es nesting pero la idea es que hay poquitas desde el 2005, entonces pienso que están en extinction como los delfines.

17: Aquí este número 2005 es una fecha, estoy tratando de entender que dice.

S18: Estoy leyendo y conectando la información, si hay una palabra muy difícil me detengo y la subrayo.

S19: Siempre me guio por el inicio de cada párrafo, si entiendo esa parte entonces supongo de lo que van a hablar aquí... escribo algunas palabras en español para guiarme cuando pase al otro párrafo.

S20: Yo entiendo más o menos pero necesito conocer el significado de algunas palabras para estar segura.

T: ¿Por dónde vas?

S21: (Show with her pencil the third paragraph)

T: ¿Entiendes el párrafo?

S21: Sí, aquí trata de que las tortugas son necesarias porque la gente se las come por tradición...en América (falso- da información del texto anterior)

T: En qué te basas para afirmar que el texto dice eso?

S21: Aquí dice América y acá dice de las tradiciones, y aquí en lo último dice que son necesarias como pa' las personas. (falsa interpretación)

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T: Podrías decirme lo que vas entendiendo en el párrafo que estás leyendo?

S22: Que las green turtles son animales importantes en el ecosistema, para la comida de las personas porque tienen muchos nutrientes.

En qué te basas para afirmar que el texto dice eso?

S22: Aquí teacher, dice nutrients y acá animals that live in the ecosystem , osea que viven en el ecosistema; y acá dice que son important for the human food security. (falso interpretación)

T: De qué trata este párrafo?

S22: Según lo que dice, de los problemas de las Green turtles porque dice threat, endanreged, hay numerous factors.

S22: Es como de trabajar por las tortugas.

T: Cómo lo sabes?

S22: Porque WWF es una organización que ayuda a los animales en todo el mundo y aquí dice is working with governments o sea como que está unida con el gobierno ... to develop and enforce regional conservation agreements, para conservarlas.

T: Cómo identificaste esta parte?

S24: Seño porque aquí hay un palabra clave que es it's necessary, ya ahí viene la solution.

T: Como identificaste effect?

S25: porque aquí dice estas palabras red list, threat, que están en lista roja.

T: What did you learn from this Project?

S1: Ayer cuando estábamos en el simulacro había un texto que era de éstos, era el mismo tipo de texto, entonces yo dije, a bueno, eso fue lo que vimos con la teacher; entonces ahí poco a poco me fui guiando.

S2: En los simulacros hay textos así, entonces yo más o menos me guío porque sé que va a tratar de factors and effects.

S3: Yo siento que ahora entiendo más cuando leo porque voy dividiendo el texto en oraciones, antes hacía un embolate porque no sabía dónde terminaba la idea.

S4: Ya sé separar la información, o sea las oraciones.

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S5: Al comienzo de cada párrafo busco palabras claves para tener idea de qué va a tratar, como el classification.

### APPENDIX E

#### Transcript of the video recorded classes

##### 1. Transcript of the first class

Conventions:

Observer's comments: (between brackets)

Pause: ...

Teacher: T

Student: S

Several students at the same time: Ss

Bold: Voice emphasis

The names of the participants have been changed to protect their identities.

T: Okay. Students, before starting remember the worldwide rule. Put your hands up. **Put your hands up** if you want to talk. So... today first, we're going to watch a video, and this video contains some images about people swimming with **dolphins**, and these dolphins are performing tricks. So we're going to watch the video, and then we're going to ask some questions.

Video is played. 5 minutes.

S: 1. Póngalo otra vez.

T. Again?

Now... did you like the video? Did you like the video?

Ss: yes.

S2: Segunda parte.

T: The dolphins are similar to Grimaldo when goes to Barahuca.

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Ss: Ira, Barahuaca...

T: What did you observe in the video?

S3: Show.

T: Okay, it was a show.

S4: Animals.

Ss. Animals, animals.

T: What animals?

S5: Dolphins.

S6: Dolphins swimming.

T: oh, yes, Karlos. The dolphins were swimming.

T: Now, where do dolphins live?

S3: In the water.

T: Ok. dolphins live in the water. In what waters?

S7: The swimming pool.

Ss: Laughs

T: In the swimming pool?

Ss: Laughs

T: In an aquarium?

Ss: yeees.

T: Just in aquariums and no more?

( incomprehensible voices. Among them it is heard, ocean.)

S7: En los ríos.

T: Good. In the **rivers**.

Ss: (murmuring some things)

T: Brayan. Do you think that dolphins live in the river?



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S8: (Responds affirmative nodding his head.)

T: What do they look like? What do they look like?

S9: dance.

T: I mean, what is their **appearance**?

S7: Tienen una cosa aquí como un tiburón. ( He touches his back. Then moves his hands simulating the fins' movement)

Ss: Talk among them, smiling ( incomprehensible)

T: Ah, you say this part, the fin?

S7: Aha.

T: Okay... And... what color are they?

(Many voices.)

S8: Gris.

T: Gray?

(Many voices)

S9: And black, and (incomprehensible)

S10: Blue.

T: Blue, is it possible, Brayan?

S11: Azul?

S12: Como le echen tinte.

T: Brayan says that...

S10: Como así, como el color este (he shows his backpack which is gray)

T: ah, gray

Ss: Laughs

Ss: Azul?

S7: No joda, eso es azul?

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T: look at this blue, look at this blue. (holding the bag pack)

S11: Señor, ese es sucio.

Ss: (Voices and laughs)

T: Maybe Brayan is colorblind.

T: Okay. So you say that they are from different colors like pink... no pink. You say **white**, ahm.. gray, and no blue.

S12: Pink:

S16: In Amazonas.

T: Pink?

T: In the Amazonia you see pink dolphins? I didn't know about that.

S12: El de agua dulce

S13: Sí.

(Some students nod)

S14: Y el transparente, ese ... en el jagüey ...

Ss: Laughs

T: What do they eat?

S10: Fish

T10: Fish? Ok. Some of them eat fish? or all dolphins eat fish?

Ss: All dolphins.

T: OK. and... How long can they live?

(Silent)

T: How long can dolphins live? What is their existence? 5 years; ten years?

Ss: Los años ...( incomprehensible)

T: yes.

(Many incomprehensible voices)

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S14: Forty. ( not much clear)

T: Forty or fourteen?

SS7: teacher, I don't know.

SS14: Cómo es 40? (Talks to his partners net to him)

S15: Forty.

S14: Forty! (Then says to his classmate) Estoy como la morrocuya...

T: OK. Ariel says that dolphins live for 40 years, that's wright. Ahm.. Do you think that the dolphins are in danger? Someone... something... is causing damage to them?

Ss14: Cómo dice que dice?

T: If the dolphins are in extinction, in danger.

Ss: Si señor!, Sí. Yes, yes!

Ss14: Que si están extinguiendo?

T: yeah.

S4: mmm So so.

(Many comments)

T: Ok. Thank you Ariel.

T: Now...

Ss15: Tienes fiebre? (talking to his partner)

T: Ariel is very intelligent.

S15: Teacher repítalo.

S1: Teacher lo hubiera repetido.

S16: Señor repítalo.

S16: Una notica ahí.

T: We gonna watch ...

S1: Teacher, ahora ponga con tiburones. Teacher, ahora ponga con tiburones.

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T: The shark.

T: We gonna watch another video. And in this video we gonna see what are the problems that dolphins are facing. If they are in danger... if they are in extinction... or not.

T: Let's see this video. (She plays the video)

S16: Ta viejito.

S14: No, ese es el delfín martillo.

(After watching the video)

T: What did you observe in the video, is it similar to the other or is different?

Ss: Different.

T: This is different?

Ss: yeees!

T: what is the difference?

S6: Teacher, yo le digo.

(Some students are hands up)

T: Excuse me. One and two. Mauro (She sets the turns to participate)

S17: Aquí daban toda la información acerca de los delfines, que estaban extinguiendo.

S18. Esa es otra clase.

T: That they are in extinction:

S6: Señor, en el otro video mostraban que tenían a los animales y los alimentaban bien, ya, se preocupaban por ellos y que acá... las personas los cogían como alimento ya, en cambio allá los tenían...

S18: Un criadero. (overlapping)

S19: Señor

S6: Ajá, como un criadero donde los alimentaba. En cambio acá los cogían para beneficio de...

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S19: Teacher!

T: For nurture. Ok. Thank you Karlos.

(Many students have their hand up)

S19: teacher!

T: excuse me: 3, 4, 5 and 6. 3, Ariel! (She sets the turns to participate)

S14: Señor, que ahí , en el primer video mostraban qué hacían los delfines, eran juguetón y eso ... los mantenían...

T: ah ok. That the dolphin was like... **friendly**, in the first video, friendly?

S14: Eso, eso. Este.. por dónde iba?

S19: Por Polo Nuevo.

Ss: Laughs.

T: And in the second video, in the second video was a problem. Continue

S14. allá los cuidaban en cambio en los países ... en casi todos los países asiáticos, este... los cogen pa' comérselos. Allá es donde más abundan y allá es donde más lo lo, se están extinguiendo ahora.

S20: Los consumen

S14: Y los consumen.

T: Alright. They are in extinction.

S6: Son adictos.

T: I gonna ask you try to participate in English please, try to participate in English rather than in Spanish.

T: ok. continue..., Brenda.

S20: Teacher, este... los delfines ...

T: Try to say that in English please.

S: Los delfines...

T: The dolphins...

(gibberish 9

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Ss: Laughs

Ss: En ingles!!

S20: Teacher, no sé explicarle

Ss: Laughs and comments (wishpers)

T: ok. the dolphins...

T: ok. Organize your ideas

S: se le sale la teacher.

Laugh.

T:ok. go

S20: Era un habitat different

Ss: wooow! and some lauhgs

T: Please, listen.

Ss: Teacher que ellos eran como...

T: They were...

S20: Los que estaban acá eran como de baja categoría, porque aquellos delfines estaban en...

T: would you like to continue in English Brenda? Continue your discourse in English... because it is very good!

S20: Es pa ( inaudible) los que no entienden ingles, teacher.

Ss: Laughs

T: you were talking about the differences...

S20: no sé teacher ,mire, aquellos delfines estaban en un ... before en otra habitat

SS: Laughs.

T: In another... Ok. thank you. That's it. Then you say that the habitat was totally different

S20: Mhu.

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T: There were ones in the aquarium and the other were in their natural habitat.

S20: Mhu.

T: ok. that's it. Ahmm... 1, 2, 3, 4...

S21: Manuel (pointing at him)

T: ah Manuel, yes. Try to say that in English.

S20: Manuel no entiende.

S21: Teacher, me ayuda.

S22: Yo lo digo en español señor.

S21: Different habitat porque...

(students talking)

T: Let's listen. Because...

S21: Nombre en español.

T: because, because. Continue in English. Because...

S21: Porque acá lo cogen de fashion y no los dejan ser libres.

T: How do you say libres in English?

S14: livis.

S21: Free, señor.

T: free.

S22: Frio hace aquí.

T: Good.

(student holds his T- shirt and smile)

S22: Hay un problema y una solución.

T: ahm number 5. Jairo

S22: (incomprehensible) porque yo no sé nada de nada. Lo que pasa es que...

T: what was the problema. The problem was..., or the problem is...

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S22: es que no entiendo ni que me dice usted señor. O sea...

S14: No no no no.

S22: O sea, hay un problema y una solución.

T: **Problem** and **solution**. Very good, ahja

S14: O sea, los humanos cogen a los delfines como pa... pa... tenerlos bien, cuidarlos y eso.

S23: (Inaudible)

S22: Señor, no me deja hablar. Cállese la boca ( to a classmate)

T: **Hernán**, let's listen.

S23: Señor pero si no está diciendo nada.

S22: Éste no los deja vivir en paz. Dañan su hábitat y eso, y eso es que hace que se extingan.

T: So, Jairo mentions an important cause. .. thank you Jairo. Jairo mentions an important cause of the extinction of the dolphins that is the human, human being actions.

S23: Señor, yo iba a decir algo parecido a lo que dijo el gato

Ss: Miau...

Ss: Laughs

T: Similar, similar to Javier. Ok. so you agree.

S23: Señor, que a pesar de que el hábitat natural de ellos es el mar, ahí no están bien seguros en cambio esas personas que los tienen en un hábitat diferente,

(Many voices)

S8: (Inaudible) espacio suficiente para...

T: Excuse me, Samuel, remember hand up to talk. Karlos, and then you.

S9: Aunque no es muy grande el lugar ellos están bien ahí.

T: They are safe. Thank you Samuel.



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S15: Señor, la diferencia es que ahí donde los tiene, en la piscina esa, el espacio es muy pequeñito porque ellos... porque son como ocho, y entonces ya en el mar eso es grande.

(Students murmuring)

S20: Teacher, teacher.

### 1.1 Second part of the lesson: Deconstruction of the Text

(The text is projected on the board)

T: Ok. Guys, now, now, we're gonna read a text, we're gonna read this text. This text is about **dolphins**, and this text refers... in this text the author **describes** some aspects about the white dolphins. This text also describes the **characteristics and the problems** or some problems that dolphins are facing now a day. So we're going to find in this text, descriptive information, descriptive report about **white dolphins**. Ok? I gonna deliver this text. You are going to follow the reading... take yours and pass please.

(The students receive the photocopy)

T: You guys will do in your photocopies what I do on the board. Remember to use highlighters of different colors. Highlight everything I do on the board. The key vocabulary... expressions... everything I highlight or underline. Right?

T: OK. So, observe the text. You're going to read **a descriptive report text**. But what is a descriptive report text? Let's see. Observe the text here (touching the board) A descriptive report text is a text in which the author reports information in a descriptive form... its **purpose** is to describe characteristics of something. It contains descriptions of something... errrr when we studied the procedure text... remember the recipe about mango juice? Mango juice?

Ss. yes.

T: The purpose was to give instructions for doing something. But descriptive report is different. The purpose is to **describe** situations, people, animals... something... Right? A descriptive text has... look at there...(pointing at the board) has **two stages**. Guys, do you remember what stage is? Do you remember? (Silent) Do you... Do you remember when we worked the text about the mango juice? Or the text about the Loa? We divided them in stages.

S10: Las partes...

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T: Yes, the main parts of the text are stages. So a descriptive report text has **two** stages. Look at here. The first one... is this. **Classification**. (Pronounced slowly) In the classification the author introduces the topic, the topic... Do you remember what topic is? What is topic?

S20: Tema, teacher.

T: Yes, so in the **classification** stage (slowly and showing on the board) we find the topic of the text... What the author is going to describe. For example, here... the **Chinese white dolphin** (she highlights the name). (She stops for a while and the class is looking at the text on board)

(After some seconds) T: ok. Let's continue. The second stage, look at it. It's this. It's longer than the classification. You see? The classification is short, but the second stage is long. This long stage is the description stage. But... what information can we find here? What do you think?... in the classification we find the topic... and in the description?

Ss: Lo describen.

S24: Dicen como es, como las características.

T: Good! Thank you. Here in all this part you will find description not just about appearance, but other things. Later you will see. This kind of text contains particular vocabulary. Later you will see as long as we read. A medida que leamos.Ok. everybody with photocopy?

Ss: yes!!

T: Right. Let's read, but...initially, what is the image that the text has'

Ss: El del delfin.

T: The dolphin. Check the text, check the text quickly, and then we're going to explain here. Take some minutes to observe the text.

(class talking)

T: observe the text and then we're going to read.

Ss: (make dolphins' sound)

S24: Ese es un ratón.

S20: Los delfines hacen así Samuel, (making dolphins'sound) se ve que no los has escuchado.

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S24: Así hacen cuando nadan en la alberca.

Ss: Laughs.

T: ok. Let's move on. Karlos. Let's move on, let's move on.

T: We are going to read the text analyzing sentence by sentence. For example: Chinese white dolphins , give dolphins a breath... a breath. Steven! Breath is like this...this is breath (miming)

S24: Respirar.

T: yes.

S24: Respirar bajo el agua

S25: Y en en el aire.

T: This is the... (pointing at title)

Ss: The title.

T: The title, yes. Very good! The title. Chinese white dolphins give dolphins a breath.

T: What is give? For example: I give this to Mauro. I give this copy to Mauro.

Abel: Los delfines van a tomar aire.

T: This is give. (demonstration with a paper she holds)

S25: Entregar aire.

S14: Tomar aire.

Ss: tomar, tomar.

S6: Eso es como salir

S26: Dina: Teacher mira ve (pointing at a student who is touching her head)

Ss: que adivinando.

T: Dina... please

S26: Mire Karlos.

The idea is that people permit dolphins breath, that people don't disturb them. For example... if I say... Karlos let's Dina breath!... Don't disturb her.

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S26: viste, no me molestes.

T: the next one. Ahm the next part. Let's analyze the **classification**. Here you will find information about dolphins' physical and non-physical characteristics. Some reasons why these animals are beloved in China... Ok. Let's read it. There are many reasons why the Chinese white dolphin (*Sousa chinensis*). is **beloved**... (teacher reads aloud and slowly) It means loved so much. Beloved by the Hong Kong people. **Beloved** by the Hong Kong... What is the idea from here to here. From here to here, what is the idea? ... **Here** the author **introduces** the topic. You see? Reasons why **Chinese people** love the white dolphins. So...

S26: Cómo, dónde?

T: From there are many until people.

(Teacher stops talking while students talk each other translating some words into their language. Among many voices it is heard: cuáles son las razones... why... Porque la ... por qué los delfines... por qué los delfines...el color... los delfines japoneses

T: chinese! China

S10: chineses jajaj (he pronounces as is written)

S11: rosados... Chino, chino, seño.

T: Ok. Let's see... the Chinese white dolphin is beloved... is loved so much... is adored... Like ... Ali adores Laura...

S7: No, Ariana.

T: Ok. Ariana

Ss: Laughs

T: So, people in Hon Kong love dolphins. And there are some **reasons**. What are the reasons?

S13: Las razones por las cuales los chinitos aman los delfines.

T. Exactly! Then let's read the next stage which is the... is the...

S13: Description!

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T: Good. Attention here! here...The description is divided into many paragraphs. Let's count them. One...

Ss: Two, three, four, five.

T: Five paragraphs. Remember that each paragraph has a **purpose**, an **intention** The next paragraph contains information about appearance of the white dolphins.... Continue here... At the top of the list, at the top of the list. the top of the list, The top (miming) its pink colouring and its friendly nature.

S27: De primero en la lista

S28: De primeros en la lista

S27: De los animales, el color es rosado

S28: (inaudible)... el color es rosado

S12: Señó hay que devolver las copias.

Ss: (Many voices of students discussing meaning)

Ss: que en la lista de animales el color es rosado o algo así

T: yes, yes... then most important **reasons** are its pink color and because it's **friendly**.

T: what information we find here? ...

S29: Purpose

S10: Description

T. the purpose... description... description of what? Description of what?

S28: Description porque aquí está describiendo al delfín

T. Very good Luisa. good conclusion. because here they are describing the dolphin. Describing what?

T. What happen?

S22. Ey señó, me tiene el pie montado ahí, parece una lea.

T: What is a lea in English?, a girl?

S14: Qué imprudencia.

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Ss: Laughs

T: So here the author describes the characteristics of the... dolphins. Then let's label this paragraph. Vamos a bautizar este párrafo. De acuerdo a la información que encontremos le vamos dando un nombre a cada phase o párrafo. Ok? .. this is characteristics. (she labels it on the board)

T: Ok. continue with the next part. The purpose... the purpose... the intention of the second paragraph is to describe where the dolphins were discovered... long... long time ago... and where they live now. Let's read from the Chinese until ocean; step by step. From the Chinese until 16200s. Look at the punctuation. Remember, La puntuación está indicando donde termina la oración. ok? Vamos oración por oración. The Chinese white dolphin was first recorded in local waters as early as the 1600s. (teacher reads aloud)

(The teacher reads aloud the indicated part of the text. Students follow the reading in their copies, and then teacher gives them time to analyze the read part in silence by themselves. She makes voice emphasis on key vocabulary. Each step is read sentence by sentence. Sometimes teacher reads aloud first, and then works on the meaning of the phase with the class. There is sometimes in which she asks students read alone first, and then she reads aloud to work on the meaning with them. The teacher also explains vocabulary by miming, voice emphasis, giving examples of the word use or paraphrasing the sentences in which the word is.)

S19: Seño se extravió el plumero, seño (inaudible)

T: So, analyze from the Chinese until 16200. What is the information?

T: Yo leo en voz alta, les doy un tiempo para que analicen y luego analizamos juntos. Right? (students read the text in silence)

S10: Hay description, seño

T: yes, description... Description of what?

T: read sentence by sentence. The chinese white dolphin was first, was **first** reported in **local waters** as the early 1600. First, second, third. (miming) They are ordinal numbers

S25: Primero (incomprehensible)

T: yes, so, what is the information?

S26: Adónde teacher?

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T: Ahjahjá in this part (showing on the board) Luisa. From the Chisene until 16200s

T. (pauses to allow students to analyze. On doing this, they talk among them)

T. (goes to guide a student to find the part of the text in which they are working on)

After some minutes:

T: ok. Information! What is the information? What happen with Chinese and what is first

S16: Los chinos

S29: Los chinos...

Ss: (Many voices)

S16: Teacher,

T: The Chinese people or the Chinese dolphins?

S16: Teacher, aquí hay una palabra...

S28: qué significa...(inaudible)

S15: Los delfines blancos chinos

T: Excuse me, a question here, yes?

S30: White es blanco?

T: yes, white dolphin

S30: Aquí dice que los delfines blancos chinos

S28: Ocupan el primer puesto en la lista

S31: Si ven un pescado lo recuerdan

S14: Fueron los primeros...

S17: los primeros recuerdos...

S16: que recordaron que...

T: No. Recorder is observe. For example. Pablo is recording, is capturing images of the class. (she points at the person who is recording the class)

S16: observaron los primeros delfines en la tierra...

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T: In the **local** waters... S16: Por eso en el agua de la tierra porque la tierra es el planeta.

T: In the Chinese waters. Not in Japan, not in Colombia, but in Chinas' waters. So in the year 1600 the white dolphin was discovered in China. Let' s continue... The dolphins' habitat **spans** the Pearl River Estuary (teacher reads aloud) **spans** ... dolphins are along the river. Observe the capital letters... they indicate proper names. In what river the dolphins span?

Ss: Pearl River Estuary (they pronounce as is written)

T: ok. and is **closely associated** with the **estuarine** mixing zone **between** the river and the ocean. Pay attention to the word estuarine... what is estuarine? Is the zone **between** the river and the ocean. For example... Marla is **between** Carlos and María...

S28: En el medio.

T: So, estuarine is... For example... Bocas de ceniza, Have you been in Bocas de Ceniza?

S14: yes, yo fui with my father, se ve el el ... river y el ocean...

T: Good. Then this part between the ocean and the river mix, receive the name of .. the name of... estuarine zone. The dolphins live in that zone. It's their habitat. That's why it says... is closely associated with the estuarine zone. Ok?

T: (after some seconds) good! What is the name of this phase? Vamos a bautizar este párrafo.

S8: La zona.

S3: Donde viven.

S4: Y donde lo encontraron.

T: Excellent! This is the discovering and the habitat. Write it here...

T: (after some seconds) good job class! Let's read the next one. Here you will find information about **specific places** where the dolphins live. Let's read from on the western coast to islands. On the western coast of the Pearl River Estuary, within Hong Kong waters, the dolphins prefer to stay close to the shore. In particular, they are known to be in North Lantau waters near Castle Peak, Lung Kwu Chau and Sha Chau Marine Park, Chek Lap Kok and Tai O. They are also found in the waters south of Lantau, including Fan Lau and the Soko Islands.



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( the teacher reads aloud) (students talking each other)

(After some seconds)

T: Attention class. On the western **coast** of the Pearl River Estuary, coast, Western coast... western... look at this... north, south, east, and west (Teacher draw a cardinal point graphic and label their it) Where is Barranquilla?

S5: In the north

T: Good, Barranquilla is in the north. But... here... On the western coast of the Pearl River Estuary, **within** Hong Kong waters, the dolphins **prefer** to stay close to the shore. Within is synonym of in. (she writes it on the board) so in that part of the river, in Hong Kong waters... the dolphins **prefer** to stay close to the **shore**. Prefer... what is prefer?

Ss: (Silent)

For example, if I ask Ana. Ana, what do you prefer? Chicken or mondongo soup? And Ana says... chicken!

S1: Lo que prefiere, señor!

T: yes, so, the dolphins prefer to stay **close** (miming) to the shore. The shore. For example, when Gina goes to Santa Verónica she stays by the **shore**, no far from the shore (demonstration)

S2: Orilla

T: yes! so the white dolphins prefer the shore not being far from it. The next sentence... **in particular**, in particular is... specially, specific...pay attention to this expression. **In particular** they **are known** to be in... observe all these capital letters. They indicate what? Why such as number of capital letters?

S3: Son nombres

T: Good, they are names of the those particular places where the dolphins prefer to live.

S16: Qué es Chau?

T: Look at here Sha Chau Marine Park, it's a place.

T: The last part. They are **also found** in the waters south of Lantau, **including** Fan Lau and the Soko Islands. Also is synonym of too. They are también encontrados en dónde? En dónde?

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Ss: in the waters south of Lantau, including Fan Lau and the Soko Islands.

T: What is Fan Lau and Soko? They are **island** like... San Andrés island.

Ss: Isla.

T: Yes, good. Now let's assign a name to this paragraph. Here we find particular places where they live right? Write here... Particular places where white dolphins live.

S11: Lo escribimos, señor?

T: Yes, you write in your copies.

T: All right, Let's move on the fourth phase.

S1: Me, I read.

S7: Ya vamos por el four?

S9: Obviously.

T: ok. Here is a volunteer, let's listen the fourth paragraph.

(The student reads the paragraph)

T: Thank you, very good! Ahm... The **population** inhabiting the Pearl River Estuary, including Hong Kong, is believed to number around 2,500 **individuals**. What do you understand in this part?

S19: La población de chinos...

S14: There are two... como se dice 2,500? Two five cero cero

Ss: Laughts

T: ok. Class. Let's follow the idea of the previous paragraphs. What is the habitat of the white dolphins? the Pearl River Estuary. So, the word **population** means population of dolphins not people. The dolphins that **inhabiting**...inhabiting is living. Living in the River including Hong Kong **is believed** to number around 2,500 **individuals**. **Individual** refers to dolphins too.

S28: hay 2,500?

T: is believed... se cree. 2,500 in that area is too much or is few?

S10: no much.

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Ss: No too much.

T: continue with the next sentence. During **the past few years**,... **there has been** a **worrisome decrease** in the number of young dolphins **sighted** (demonstration) in Hong Kong waters. These lower numbers could **result** in a **decrease** in the population in years to come.

T: what is worrisome... , preocupante, Mauro. Worrisome

S15: Brayan, préstame ahí.

S13: Porque ...año pasado (incomprehensible) el número de delfines es o era preocupante...

T: Yes, because ... decrease(miming) ahí está la palabra decrease

Ss: Decayó seño?

T: yes.

S17: Seño del 2003 al 2013 han bajado el índice de delfines, el número de delfines . Cállate ( To a classmate)

S1: Pasando pena ( addressing to the previous student)

T. In the number of young dolphins.

S2: O sea que decayeron los delfines jóvenes.

Ss: (Many voices)

T: yes, I mean the young dolphins decrease (miming) shs. Silence please.

T: ... in hong kong...

T: This **lower** number...

Ss: (some students translate, the teacher listen and confirm)

S3: ... a una crisis

T: No,no,no decrease (miming)

S20: A un abajada

Students translate simultaneous (teacher listen )

S21. En lo que se los comen...

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T: What is come? Come (miming)

Sss: Antes

T: If I say, Marcos come here (miming)

Ss: Ven

T: Yes, en los años

Ss: Que vienen

T: It means in the future.

Ss: que vienen seño.

T: Could **result**... la palabra result nos está indicando an effect. Podría resultar...in a **decrease** in the population in years to come. Which is a problem.

T: What information is here? In this paragraph the author describes the problems that the white dolphins have.

T: Problems. This is the name of this phase.

(label the their text)

T: Ok. Almost done. The purpose of the last paragraph is to describe... is to describe... this is very important guys... Causes for the problem. What is the problem? The problems of the white dolphins?

Ss: Decrease!

Ss: Extinction!

S28: Hay poquitos

T: Good, here you will find the reasons, the causes of that problem and the **possible** solution. **A solution** that the author, the author **proposes**... right? For... ok. the last part. Dónde comienza y dónde termina?

S3: En los años recientes...

T: Gina, speak loudly.

S4: En los años recientes ...

T: Aja. qué pasó en los años recientes?

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S4: Los chinos...

T: Los chinos. The people?

Ss: Nooo! Los delfines

T: Ahja what happen. Has been **facing**...

S26: En los años recientes los delfines japoneses chinos, los delfines blancos, este... han tenido como facilidades

T: Has been facing, facing is enfrentando

S26: Han estado enfrentado un número de problemas

T: **Threats** is especially amenaza. Subrayen la palabra threats

S9: Amenazas.

30: Señor, dónde está esa palabra, señor.

T: Primera línea del último párrafo. Ok. What are those threats?

S: La pesca

T: Oh yeah, overfishig. **Over** indicates fishing, fishing, and fishig a lot.

27: O sea se ha incrementado la pesca.

T: **overfishing** is that you fish and fish... more fishing

Ss: Mucho.

T: Yes, that is one cause for the dolphins's problems.

Ss: El tráfico marino...

T: What more?

S12: Water pollution. No sé que significa.

T: The **water pollution**, contamination of the water

Ss: Ahh!

S8: Contaminación, el tráfico marino, quedan solos en un costal?

Ss: Laughs

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Ss: Quien dijo?

T: The coast Armando, like Atlantic coast

S8: Costa

S19: Cule corroncho el otro, dizque costal.

T: Along with coastal development, es decir, cuando las... el área costera se desarrolla porque hay industrias y demás they contribute to the pollution...to the pollution to the water. Ok. The next sentence dónde termina?

Ss: years!

Ss: en años

T: until years, good.

(students translating at the same time- talking)

Ss: que las amenazas...

T. Major, Nina is like a... the most... the most important problem. No es el mejor sino lo más

Ss: Que las amenazas tienen el más importante acumulado impacto on la población por años.

T: yes, these threats **have had**, have had ... it means it's not just now but for many years from the past until now

S13: Por varios años.

T: entonces ahí mencionan que es lo que más les ha impactado.

T: **It is necessary** to take a proactive approach **in order to** conserve the **remaining population** of the species **before** it's too late.

Ss: Es necesario que se tomen.. ( student eading)

T: A proactive, proactive is actions

S13: Aprovechar una acción?

T: Do actions. In order to, is para. Subrayen esa palabra

S16: In order?

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T: yes

Ss: para conservar...

S8: Conserver qué?

S9: La especie.

T: The remaining, remaining. Lo que queda.

S10: Lo que queda de los delfines.

T: yeah, before..

Ss: Antes...

T: Antes que... (miming)

S11: Se acaben

T: Que sea demasiado tarde. Yes.

T: Qué palabra nos indica que esto es a posible solution for the problem?

Ss: It's necessary!

T: Very good! It's necessary, it's necessary, excellent!

T: The solution, the solution proposed by the author.

T: Ok. Luisa, what part is this? What name can we give to this part?

S18: The problem?

Ss: The solution!

Ss: The conclusion!

T: Ok. it mentions what causes the problem and then ...suggests a solution... we can write here... problem solution. Let's write problem - solution. You write in your photocopy.

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## 2. Transcript of the second class

Conventions:

Observer's comments: (between brackets)

Pause: ...

Teacher: T

Student: S

Several students at the same time: Ss

Bold: Voice emphasis

The names of the participants have been changed to protect their identities.

Today we're going to read another text, but first, we're going to watch a video, and this video contains some images of a bird... a bird named black-faced spoonbill. It is in its habitat. Let's watch it. I hope you like it guys.

(After the video)

T: Comments about the video? What did you see?

Ss: Bird.

S1: Birds in the water.

T: what color?

Ss: white

S1: Black and white.

S2: Birds in red list... teacher qué es IUCN?

T: ah! IUCN means International Union for Conservation of Nature and... Natural Resources... It's an organization that... that works for the conservation of natural resources and they report lists of animals in danger of extinction.

T: Good! Class, what were those birds doing in the water?

Ss: (murmuring)

T: What were they doing...

S2: playing.



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S3: Look for... food.

T: Ok. they were looking for food. And they found anything? Did they find something to eat? To eat (miming)

T4: yes.

Ss: No.

T: Yes or no?

Ss: No.

S5: Póngalo otra vez.

T: Why they couldn't find food? What do you think they eat)

S6: fish

T: did they find any fish?

Ss: Nooo!

T: Why not?

S6: pollution the water.

T: Because the pollution of the water... Ok. Thank you. Guys as I told you we gonna read a text. Another descriptive report text. Remember that the purpose of a descriptive report text is... is... to describe something. This text is about these birds...(shows on the board) the black-faced spoonbill birds. In the text you will find description of its appearance, the habitat, description of the problems they have, the causes for those problems...and a possible solution for those problems...a solution proposed by the author of the text, and other information.

S7: Ey, aquí no hay ese animal. (talking to her partner)

T: But... who wrote this text? This bird, this is the image of the bird (shows a copy) now... let's read this information about the writer of the text, we're going to read it in silence.

(The teacher projects a short text on the board)

(The students read in silence)

(After some minutes)

S8: Ya sé que dice seño.

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T: Alright. This is an organization. This is a worldwide organization, it's an international organization, and this organization is the largest, it's the most important organization (body language) it works in many counties, in many countries including Colombia. It's mission is to stop the degradation of the planet. Also the environment... and build the future of the human being in a harmony with nation. This organization, this organization wrote this text (holds the copies and shows them) wrote this text. This text was written by that organization. Ok. I'm going to give you the text and then we are going to analyze stage by stage what the information is. You need to concentrate in this part, ( show the text)what is the information... if the classification is... I mean what the classification is...what the description is ...what is the problem that these birds are facing, where these birds live...if it lives in Colombia, if it lives in other countries, in what areas. So I gonna give you the text and we are going to analyze read it. Pay attention to the vocabulary. Use highlighter, use highlighters.

( The teacher gives the text to the class)

(she speaks slowly, pausing. Letting time to students to assimilate the information, she also uses repetition to emphasize clue words)

S9: Señor, cómo se llama ese animal, señor.

S10: Pato.

S9: Ese que está aquí en la copia.

T: (Pointing at the copy) The black faced spoonbill.

S10: De la familia del pavo.

T: Black faced spoon is the name, the face (miming) like spoon. Everybody has copies?

Ss: yes!!

Ss: (look at their copies. They talk among them about possible meaning of some words. The teacher lets them debate and then she intervenes approving or clarifying)

S11: (Looking at his copy). Uy...y comen es puro camarón!

T. We are going to read it part by part.

(Class look at the text and make comments among them)

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T: ok. Let's go to differentiate the structure, and let's go to read and understand important information in the text. The first part is the title.

Ss: El título (overlapping)

T: yes, and it's black faced spoonbill. And also it's the name of the bird. This is the name of this bird. (Showing on the board) WWF... is the organization who wrote the text. It's was not written by Jairo or by Sebastian, no. it was written by this organization (showing the name on the text she holds) ok? so let's read the first part. I want you read the first part in silence and then make comments. The black faced spoonbill, in in parenthesis is (platea minor)

S1: Ese es el otro nombre...

T: Yes, it's like the scientific name ok. cuando ustedes trabajan con Gerardo (science teacher) el les da nombre vulgar y nombre científico.

S1: Nombre vulgar? Así se dice?

T. Yes.

(Some voices)

T: Yes, this is the scientific name. (Pointing at the copy she holds)

T: (starts reading the text aloud sentence by sentences making voice emphasis in key vocabulary. Supporting by images of the birds)

T: The Black-faced Spoonbill (*Platalea minor*) is a large white wading bird with a distinctively shaped beak-

T: This is the beak (pointing on the board)

S6: El pico, la boca.

S3: Señor, pero esa vaina parece es un...

T: looking like a spoon.

S7: Por dónde vamos?

T: Spoon. Vamos a ir leyendo desde el inicio hasta donde está la puntuación. Vamos párrafo por párrafo. Parte por parte. The first part is the classification. The Black-faced Spoonbill is a **large** (miming)

S8: Es largo

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T: It's large. What color?

Ss: Black.

T: White wading bird with a **distinctively**. I mean it's specific. Underline this please, subrayen esa palabra.

S7: Cuál?

T: Distinctively.

S9: A donde está eso?

T: In the second line. Distinctively is like a ...specific distinction. It's means a particular sign, a particular sing. Distintinly, a qué se les parece la palabra distinctively?

Ss: Distinto.

S6: A disitnto.

T: Good! distinto, different, yes, so

S10: Y ese distinctively qué es?

Ss: El pico.

T: pointing images on the board, this, this is distinctively, it's no common. It's totally different.

(students talking each other)

T: Yes. beak-looking **like** a spoon, subrayen la palabra like.

S10: como

S11: Le gusta.

T: Ahí no funciona como gustar.

S10: Como.

T: Yes, very good Nina. Looking like spoon. Looking like spoon (pointing the picture on the board) looking like spoon, a qué se parece?

S11: A una espátula

T: spoon, what is spoon? (miming)

S3. Espátula.

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S12: Una pala.

(Teacher miming)

S13: Cuchara

T: Yes, spoon. Looking like spoon or a pipa. Pipa is a Chinese musical instrument. It's not a Colombian pipa for smoking (miming)

S14: Yo tengo una.

T: But this pipa is a chinese musical instrument.

S14: Esa pipa... (incomprehensible) y música.

T: It's similar. This beak is similar to a chinese instrument for pipa.. ok? in China pipa is an instrument. Ok. let's continue. The facial skin, the **facial** (showing her own face) skin is **bare** and black. It's bare (miming) it's totally bare and black. Black (pointing her copy? The facial, a qué se parece facial? (miming)

S15: Face.

S15: A cara.

T: (showing picture on the board) the facial is black, is of color black, yes. And also... is bare. It's very soft.

S14: (inaudible)

T: touching the screen, is bare, no tiene plumas ni nada, it's bare. It's the characteristic of the bird. And now continue with **hence**, subrayen la palabra hence. **HENCE** it's name. hence is the reason, for that reason its name. Ok?

S15: Qué traduce eso?

T: His name, I mean, the name is because the face is black. Because the color of the face is black, is its name.

S16: Es negro.

T: Yes, for that reason the name. So hence is because, is like a synonym, for that reason. Por esa razón its name.

S16: Por eso se le da el nombre por (...incomprehensible)

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T: Yes, la palabra hence es sinónimo de por esa razón. Right? Its name is because its black color. Ok It stands about 76cm high and weighs about 1kg. it's another characteristic... (The teacher gives students time to analyze what she reads)

T: What is the information here?

S17: Cuánto mide.

T: Yes, it's about 76cm tall (miming)

S3: Un kilogramo...

S18: No es un kilogramo?

T: But... it's 76 centimeters tall

S18: Como la medida.

T: Yes.

Yes: Cuánto mide?

Ss: 76 centimeters.

T: 76. And the weigh is a kilo.

S17: Las patas son las largas.

T: Oh yes, the legs. Do you think this information is clear? So, pay attention to the word hence, si yo les digo por qué recibe el nombre de black faced spoonbill?

Ss: Porque the face is black and bare.

T: OK. Cuando ustedes vean la palabra hence está indicando debido a, por esta razón. Ok. What was the information in the classification? What can we find in the classification?... The topic ( she writes)

Ss: (overlapping)

T: The topic is... the topic is?

Ss: The black faced.

T: And here we have another information. What is that? What information... information guys...

Ss: Description.

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T: Ok. Description of their characteristics, of their appearance. Very good. So let's write here topic and description of the appearance. (Labels on the board)

Ok. Next stage is the description. We can see that the description has many phases or paragraphs. How many? How many paragraphs? ...

Ss: six!

Good! Let's read the first phase. In this paragraph the text talks about places and period of reproduction of the black faced spoonbill. (teacher starts reading aloud) Black-faced Spoonbills breed between March and September on small islands- recuerdan que en el texto anterior habíamos visto la palabra island... like San Andrés.

S19: Isla

T: Yes, that's right. -along the western coast of the Korean Peninsular to ... I don't know if it the correct pronunciation because it's in chinese. I don't speak chinese- Liaoning Province, China. The Demilitarized Zone (DMZ) between North and South Korea where human access is restricted is the biggest and most successful **breeding** area.- **breeding**, what is breeding? breeding is synonym of reproduction. So the black faced spoon breed ... Luisa where is you text (the student raises up her photocopy)

T: Are following the text, because you are like a ..... (teacher wave her body) in other planet.

S20: Pregúntele por donde vamos.

T: Ahja, no Luz A. respect.

S10: Señor, durmiendo en la clase, señor.

S21: A toda hora se la pasa durmiendo.

T: you need to be concentrated ok?. So. The black face Spoonbills breed between March and September. They reproduce themselves.

S7: se reproducen en ....

T: Sinónimo de breed?

Ss: Reproduce

T: where? En dónde se reproducen?

S21: En march and september

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S10: En las islas de Corea

(Some voices)

T: yes ... on small islands along the western coast of the Korean Peninsular

S22: En china también?

S4: Liaoning Province

S5: En china

S23: Y en la península de Korea

Yes, Korean península... miren que va separado por comas

S15: Teacher, tiene ganas de vomitar ve (pointing to her classmate)

S23: (Inaudible)

(A student seems to be confused)

T: Hello? It's in your copy, Ana, this part. Vamos por aquí.(shows on the board)  
The Demilitarized Zone (DMZ) – por qué esas letras entre paréntesis?

(Many voices)

S1: The Demilitarized Zone

T: Right! It represents the demilitarized zone... between... between North and South Korea where **human access is restricted** is the biggest and **most successful breeding area**. Traten de explicarme qué dice esa oración, esa frase. Desde the hasta área.

S23: Desde dónde?

T: The demilitarized zone until área

S7: Que los humanos tiene el acceso restringido... al hábitat

S8: umhju.

S24: En North and South Korea.

(Some voices)

T: amhja and what what happen in those areas?...

Ss: es un area sucecptible



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Ss: some voices

T: Because the human don't go there, and so it says... it's the most **successful breeding** area

S14: Los monstruos que entran a su área...

T: the monster? Where is the monster? (looking at her copy)

S15: É, él.

S15: Dizque the monster.

Ss: Laugh

T. the most (miming) no monster. Andy, where is your copy, Andy?

S15: Una notica ahí teacher.

T: Because... it's not the monster. It's the most successful breeding area- a qué se parece breeding- miren la palabra breed arriba.

S15: Ahm reproducen

T: Yes, so it's the most successful

Ss: Se reproducen en su área.

Ss: (incomprehensible) de reproducción

S15: Yo opino que Galo se merece una notica.

S13: Tú si pides nota!

S15: Tú si eres sapo vale!

T: Oh my goodness! This área, this área like Galo says, where the human don't reach (miming) is the perfect area for reproduction, for breeding because the human don't interrupt the process. Ok? Brenda doesn't go there. No va a vacacionar allá. No interruption, no human, it's perfect. Ok continue please. So subrayen la palabra restrictive.

Ss: ya.

T: **successful** también es importante. Successful is éxito exitoso. Si yo digo Luisa will be a successful profesional, successful, exitosa

Ss: uhu

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S25: Un ejemplo.

Ss: no te lo vayas a tomar en serio

Ss: (voices)

T: Jaja ok. Good. Continue. Subrayen la palabra breed también.

S25: Ya teacher

T: Ok. ya saben lo que van a subrayar, good job!

S17: Dónde.

S25: No andan pendiente

T: good! Let's give a name to this paragraph. This paragraph corresponds to ... places and period of breeding. The period for breeding is between March and September and the places are all these. (students write in their texts)

T: Aquí (showing on the board) – in winter... yo creo que esta ustedes la pueden hacer solitos, desde winter hasta population. Háganla solitos- Winter until pollution

S25: From Winter until population

S26: Teacher Winter is como...

S12: ¿Teacher, ese man está en su casa? (refers to a classmate who has his feet on a chair)

T: winter? winter is ... (she stops to talk with a student who covers his face with his bag pack then she continue explaining) We have 4 seasons for example summer, which is very warm. winter, which is very cold autom,...

S10: ah esas son las estaciones

T. Yes, so Winter is when it's very cold (miming)

S26: ¿Winter qué significa?

T. winter is one of the cold seasons. Remember, summer, autom, spring, winter. Summer is that...

S17: Cuando cambian de estación

S11: Verano.

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T: Summer is verano

T: In winter it's very cold.

S11: En winter es frío

T: Yes. Winter, what happen in winter? vamos a ver qué pasa in that season

S3: Cuando llega el frío migran hacia el sur... buscan para...

S28: ¿Cuál es ese winter?

(Some students talk among them)

S10: Ay Dios mío!

T: (miming) Winter, invierno.

S28: Grupo de ....

T: Pero ahí no dice grupo, ground, ground is synonym of land, the territory (hitting the floor)

S28: Territorio.

T: yes

S28: Territorio frío, seño territorio frio!

T: walks to check some students sat back of the room. She talks to one of them who is blending over his desk. Are you sick? If so... go home. If not, you must work. Si estás enfermo te vas para la casa, si no estás enfermo trabajas.

Ok. In Winter... let's listen and you tell me what you understand in winter, Black-faced spoonbill migrate. migrate (miming)

Ss: migran.

T: Luisa, migrate, what is migrate?

Ss: migran, migración.

Ss: migran a otro lugar

Ss. Viajan.

T: To the wintering grounds. Here Mario ( indicating in the text on the board)

S5: ¿Emigran del área donde viven?

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T: Yes, para dónde se van ellos? To the Winter grounds

(Many voices)

Ss: Pa' los lugares fríos.

Ss: Confirmed...

(Many voices of students translating into their language)

T: Subrayen la palabra confirmed.

S30: Áreas de la costa China... Japon...

T: Yes, esos sitios que mencionan ahí... son. .. se sospecha que ellos van allá or is sure?

Ss: Ellos van allá.

T: Yes, because are **confirmed**.

Ss: ( students reading aloud) Coastal areas in Mainland China, Japan, South Korea, Taiwan, Hong Kong, Macau, Vietnam, Thailand and the Philippines. Taiwan and the Pearl River Delta area, Mai Po & Inner Deep Bay, Futian Nature Reserve and Macau.

T: Students... there are two specific areas "Futian Nature Reserve and Macau" qué pasa con esas dos áreas?

S3: Dónde seño?

S30. Es donde más habitan

T: Está entre paréntesis. What do you say Mary?

S: Es donde más habitan

S2: Es donde más se crían.

(Many voices)

T: Are the **main** subrayen la palabra **MAIN**

Ss: Es una reserva natural

T: The main, main is synonym of the most important

S16: ¿Seño, seño, la m, la a, la i, y la n?

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S12: Ay! coge la m.

T: yes, the most important. Main wintering sites is the most important wintering places. So, those are the most important areas. The **main** wintering sites of Black-faced Spoonbill; together they support over 60% of the wintering population. It means, 60% of the birds go there.

S10: ¿Seño qué es lo que es together?

T: (miming) together- juntos.

Ss: Juntos como hermanos...( students start to sing)

T: Continue. ¿Esas dos áreas juntas qué hacen?

S9: 60% de (Incomprehensible)

T: support...

S9: Yo pienso que...

T: What is support?

S11: Soporta.

T: Ahja

S8: Popularidad...

T: Population, not popularity, but **population**

S8: Polulares.

Ss: population.

T: Yes, the population, the group. The 60% of these birds is there.

S12: ¿Qué significa wintering?

T: Wintering comes from winter.

(a student comes to whisper something to the teacher, after that he leaves the room)

T: Ok. let's continue. Mario has already asked for the word winter, a qué se parece la palabra winter?

S29: A frio

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T: Winter viene the winter. Jairo, what's up? (addressing to a student who is spanking his partner's head)

S5: Señor what's up, yo no tengo whats app.

T: Well, as you can see, this part contains information about the places where the birds migrate. What name can we give to this part? What do you suggest?

S7: places!

S26: Nooo.

S26: Teacher, I suggest migration.

T: mmm ok. We can write ...areas where the birds migrate. It's ok?

S11: ¿Lo escribimos?

T: yeeess.

S15: Señor, le robaron el lápiz (pointing at her classmate)

T: The next part, let's analyze the next part. The next part, the next part is very important. It describes the problems... causes for the problems, it also mentions what this bird eats... what its food is. So let's analyze the next part.. from the black until grow. Ok. First sentence. The Black-faced Spoonbill **feeds** on fish and shrimps in **shallow water**... feed is synonym of eats (she write on the board: feeds= eats) so what do they feed on? What do they ...

Ss: Pescado.

T: Fish and ? ... and...?

S4: Camarón!

T: Ajá: Where? Where? (Teacher writes on the board: where?)

Ss: In shallow waters.

T: what is shallow? Look at this (she displays the video) look at this water, it's not deep, it's shallow (miming) shallow is antonym of deep (teacher writes on the board: shallow ≠ deep)

S16: Por encimita.

T: Yes, shallow. **Mainly** in coastal areas. Mainly... principally in coastal areas. Clear?

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Ss: Yesss.

T: Ok. Next part. What is it?

Ss: Yet most of the East Asian coast is threatened by high human populations and associated agricultural and industrial activities, resulting in habitat destruction and pollution. (Student read it aloud)

T: What do you understand?

(After some seconds)

S19: East Asian coast is threatened.

T: Good. **Yet...** indicates that the problem began in the past and continues until this moment. Most of the East Asian coast is threatened by whom? Who is causing that?

Ss: High human populations and associated agricultural and industrial activities.

T: So, here we have a problem... and who is causing this problem?

(students reading in silence and the teacher remains in silent too)

(After some seconds)

T: You got it? Who is causing pro...

S20: People.

T: Right, people, people... what more

Ss: And associated agricultural and industrial activities.

T: So, in those areas there are agriculture activities and many industries which has an effect. What is the effect? Attention! There is a verb that indicates effect, consequence **resulting**. Result. Resulting in what?

Ss: In habitat destruction and pollution.

T: Yes. Then because the habitat is **destructured and polluted**, these birds don't have much food to eat. Remember in the video they were wading and wading (miming) and they find almost nothing, no much fish, no much shrimp. Imagine that

T: Let's move on to the last sentence. The Tseng Wen **Estuary**, Taiwan is **threatened** by a **major** industrial project, and **pressure** on the Deep Bay area in Hong Kong continues **to grow**. (teacher reads)

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S17: ¿Por dónde van?

T: The Tseng Wen Estuary... What is estuary? Remember Bocas de Ceniza...

S1: The water of the river and the ocean together.

T: Ok: In this area Taiwan is threatened by?

Ss: A major industry.

T: A bigger industrial project. Guys, what will the negative consequences of that industrial project?

Ss: Contamination.

S2: no fish.

S6: Pollution.

T: Yes. And **pressure** on the Deep Bay area in Hong Kong continues **to grow**.

It means that on the Deep Bay area industries will continue and continue... to grow.

S: Grow?

T: Grow. For example, you are a child and then you grow and grow... (miming) I can't grow more. I stop growing up.

S11: (murmuring) ya la seño ya no crece

T: I don't grow anymore, but you can.

Ss: Seño.... Usted lo oyó?

S11: Daniela quedó uuuh...

T: Daniela, yes! Daniela can grow more, but not me.

S11: Si Daniela se monta en unos sancos.

S: Shut up!

Ss: Laughs

T: ok, ok. It was the longest paragraph. Here we read some actions that affect the habitat of the black-faced spoonbill. So... label...actions that affect the black faced spoonbill habitat. (Teacher labels the text on the board)



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T: From the black faced until to breed, ¿Qué dice, me lo explican? Here you will find the main problem of this bird.

S20: ¿Todo el párrafo?

T: Yes. The Black-faced Spoonbill is **only found** in East Asia and, with an estimated world population of **just 2,700 individuals**, is **classified** as a globally '**endangered**' species under the IUCN's **Red List**. Each year **only** 30 or so pairs are known to **breed**. (Teacher reads the paragraph and remains in silence)

(Students read and talk each other)

(Time later)

T: ok. Class information, information, tell me what you understand.

S23: The black faced spoonbill is ... in East Asia.

T: Ok. Is **only** found in East Asia. And... What is Asia?

S23. A country.

T: A country? Is Asia a country or a continent?

Ss: A continent!

T: It's a continent, so these birds live **only** in that continent. Not in Africa, not in Europe, not in América... only in Asia.

T: problem, problem, any problem here?

S28: Is classified as a globally endangered species under the IUCN's Red List.

T: Good! Is classified as an **endangered** species by the IUCN. Why? Por qué la IUCN lo incluye in red list?

S9: Porque se están extinguiendo.

T: where is that information? Dónde está esa información? Analicen...

S3: Yo creo que porque aquí dice 2,700 individuals.

T: Bingo! Yes, with an **estimated world population** of just 2,700 individuals. **World population**. It means that in the world there are only 2,700 black faced birds. 2,700 is too much or few?

Ss: Poquitos.

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T: and... each year **only** 30 or so pairs are known to **breed**...

Ss: cada año treinta...

S15: Qué breed?

S19: Reproduction.

T: This is another indicator of danger of extinction. Only 30 pairs, like pairs of shoes, pairs.

S7: pares.

T: Yes, only 30 go to... breed. And this is the... problem. ( teacher labels the paragraph)

T: The next paragraph contains possible solutions. Let's read it. Look at that at the beginning of the paragraph, the author mentions the problem, and then presents the possible solution. (She reads aloud the first sentence) "With such a small global population, Black-faced Spoonbill is **inherently vulnerable** to extinction." This is the problem, now...Its survival is strongly **dependant** upon... the continued **preservation and security** of their main **breeding grounds**... availability of unpolluted coastal wetlands abundant with food in their known wintering range... and **avoidance** of potentially **deadly diseases** or infections.

What are the possible solutions for avoiding the birds' extinction?... Its survival is **strongly dependant**... depends on... depends on what?

(Students talking each other)

(Later)

What is the first possible solution?

Ss: The continued preservation and security of their main breeding grounds.

T: Ok. Preserve, conserve the breeding grounds, the breeding territories. The second one? Second solution?

S15: Availability of unpolluted coastal wetlands abundant with food in their known wintering range.

T: Availability. What is Availability?

(Silent)

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T: Availability is synonym of access, accessibility. Accessibility of unpolluted coastal wetlands. Unpolluted, not pollution of the wetlands, of their habitat. Is there is not pollution, they can have food.

(Students listen and underline some words in their text)

T: So, this paragraph is the problem so...

Ss: Solution!

T: The problem solution. Let's write.

S10: Falta el último.

T: Guys, the last paragraph talks about the most important areas for the black faced spoonbill.

(Teacher reads the paragraph aloud)

T: How many sentences this paragraph has? Look at the punctuation, look at the punctuation. Let's divide it into sentences. You can do it, you can do it.

(Students talking trying to divide the paragraph)

T: Alright, the first one begins in on average and finishes in...

Ss: Hong Kong.

S7: Y la segunda comienza en The Mai y termina en feed.

S12: Nooo! In spoonbill.

T: What do you think guys, the second sentence finishes in **feed** or in **spoonbill**?

S22: I don't know.

S10: Teacher, me! Yo digo, yo digo.

T: Ok. Go ahead.

S10: Finish in spoonbill because the comma and the three finish in feed.

T: Thank you, you are right. Class, this is the second, this is the third, and this is the fourth.

(Teacher divides sentences on the board with slash)

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T: Remember that it's very important that you differentiate the sentences in a paragraph... if you differentiate them... you avoid confusion of the ideas when you read a text. Let's read the first one. "**On average**, 20% of the global Black-faced Spoonbill population in any given year **can be found wintering** in Hong Kong"

On average... more or less 20% of the global (miming) birds can be wintering in Hong Kong in a year.

Ss: 20% de...

S25: Los black van a Hong Kong in winter...

S26: in a year.

T: Good, that is the idea. The second one..."the Mai Po gei wai **are** the core roosting **site** for Black-faced Spoonbill" the Mai Po gei wai, what is Mai Po gei wai?

(silent)

T: Observe the letters m and p, how are they? Mayúsculas o minúsculas?

Ss: Mayúsculas.

T: Y están después de punto seguido?

Ss: Nooo.

T: So, what is Mai Po gei wai?

Ss: Un nombre!

S6: Una ciudad, una ciudad!

S18: Un lugar.

T: Ok. It's a name of a place, maybe a city or an island... these places are the core roosting **site** for Black-faced Spoonbill. site is synonym of place (teacher writes the two words on the board) So, Mai Po gei wai are the sites where the birds go for resting. the core roosting site means resting site. When you are tired, you rest. (miming)

T: And these areas act as a **central point** for birds to disperse and feed.

S23: Que se alimentan allá en el punto...

T: Ok. En cuál punto? A qué punto se refiere?

S20: Donde comen.

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S26: I'm hungry.

T: Where is it? These areas, a qué áreas se refiere?... A Mai Po gei wai... so that is the central point. entonces, qué pasa con estas áreas? Are the central point, the central point, the most important point. The birds go there to disperse and feed. Let's move to the last sentence. As such, **WWF's** management of Mai Po **plays** a key role **in maintaining** a vital habitat for this species.

(Teacher underlines some words)

(Students highlight, underline, and write translation of some words)

T: Remember that the WWF?

S9: Maintaining the habitat.

S26: Is a organization.

S21: Juegan? (asking her partner)

T: the WWF foundation plays a key role... is very important. Is key for preserving the habitat of the birds.

S11: Señor, yo no conocía ese animal.

T: Really, me neither, until I found this text.

T: Ok. Guys. Now you are going to reflect about what you read. I gonna give you seven questions.

S1: ¿Hay qué escribirlas?

T: No, I printed it. I have copies. You are going to organize yourselves in groups, the same groups, with your monitors.

(Students attempt to stand up)

T: wait, wait, wait a minute! Listen the instructions first!

(Students sit down again)

T: I gonna give you seven questions. you must discuss in your group to answer each one, you need to take some notes in your notebooks. You have 20 minutes for that. So... don't waste time talking about other things. Each group has to choose an integrant to socialize your answers. The socialization is in English, not in Spanish... It is similar to what we did with the dolphin. Remember?

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(Teacher checks understanding by asking a student to paraphrase what the activity is about. Then she asks the monitors to organize their groups. There are two monitors by group. The monitors lead their integrands to organize their desks and chairs. Each group put their desks together making an only square desk. The six groups form a circle around the room. Each group keeps distance from the others. Then they sit down around their desks. Once they are organized the teacher gives a set of photocopies to the monitors. They give one to each member of their group. Then, they start working. While the students are discussing, the teacher walks around listening and assessing them. Some naughty participants are controlled by the monitors. They also ask each one to express their opinion about each question. At the end the groups nominate their speakers)

(20 minutes later)

(After twenty minutes the teacher asks the groups to report the answer of one question. They do clockwise. Just the last question is asked to all the groups. The speakers share the information in English; however they express some things in their mother language, especially in responding the last question. The class and the teacher listen attentive. After listening to each answer from 1 to 6, the teacher asks the other groups whether they agree or disagree. All of them agree. The teacher also makes comments to reinforce the information the participants report.

(The class finishes to be continued next day.

Next day the class is for joint construction of the text that the teacher taught the day before. )

(In the class the teacher begins by asking the participants to remember what they did with the text the day before. Then they report the type of text, the stages, the purpose, some information they remember from the reading, and also talk about the reflection they made about their learning process. After that the teacher explains the participants that they are going to organize in a chart the information they read the day before. Then she hands the photocopied chart to the students. Once they have the material she asks them to complete the first part of the chart which is: Title of the text, type of text, purpose of the text, and name of the stages. Some minutes later the teacher asks a student to read what she wrote, and says the rest of the class to pay attention whether the information the student reads is correct. Both, the students and teacher consider that the information is accurate.)

(The recording is interrupted, but the class continues)

(Next day)

(The teacher displays the text on the board)

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T: Ok. class let's continue. Antonio, telephones... Let's continue with evidence of possible extinction because yesterday we solved until the problems the black faced are facing. And now we're going to continue with the question f. Let's answer the question f.

S21: What is the evidence of possible extinction of the birds?

S7: Is classified global endangered species.

T: What about the number 2,700? Ana and Yuli, the next paragraph. Let's look for evidence that these birds are in danger of extinction. Palabras claves para identificar ese peligro?

S9: 2,700 individuals

S22: Estimated.

S8: Endangered.

T: What about just? Just? Es como si yo le preguntara a Dari. Dari, tienes plata para la merienda? Y ella me dice, seño solo tengo 500. Ese solo está indicando que tiene suficiente o que le puede faltar?

Ss: Que le falta!

S8: Que le faltan 600 pal patacón.

T: Entonces ese just means that there are few. And if there are few they may become extinct.

S10: Teacher creo que dice que a nivel mundial están en peligro la especie algo así.

S11: It is in red list.

T: That's right, but... what is the other evidence of that? What is the evidence that the author presents to support that?

T. Colaboren con las personas que están confundidas porque quiero que les quede claro.

T: Qué entienden en esa frase? (shows it on the board)

S16: Que están clasificadas como especie en vía de extinción.

T: Look at here. The text presents two evidences. We have already identified the first which is this, now let's identify the second... Another number?

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S11: thirty.

T: Ok. Each year only 30 or so pairs are known to breed. Qué dice esa frase?

S23: Thirty se reproducen al año.

S24: Treinta pares.

T: Look at the word, only, only. What is only?

S24: Solamente.

T: This word indicates that thirty pairs are not too much... are not sufficient. So that is another evidence that the author writes to support the idea of the possible extinction of the black faced birds. Clear? So let's write... There are an estimated number of 2,700 black faced spoonbills worldwide and just thirty pairs go to breed in a year.

(Teacher writes the information on the board)

S11: Teacher yo pa' no poner black faced spoonbills puedo poner bird?

(teacher nods)

T: Now... cause and effect. Remember that cause is an action... a situation that produces a consequence, and effect... Guido, Karlos... (These students are not paying attention) What the causes... and what are the effects that it produces? The information is here, in this paragraph. Take a look...

S1: The black... face spoonbill feeds on fish and shrimps in shallow water, esa es la causa.

S2: Uhu y el efecto es...

S1: Y el efecto es endanger.

T: The East Asian coast is threatened by high human populations. Esta palabra la vimos ayer (She writes on the board "threatened")

S3: Amenazado!

S4: Por ahí hay un poco de amenazados

S5: No sé por dónde vamos.



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T: Mauro here. (Teachers shows the paragraph on the board) Necesito que todos estén ahí en esa parte. Andi? (This students is looking at other place. He seems distracted)

S6: Teacher eso qué es? (pointing at his classmate)

S6: Esos audífonos?

S7: Señor, quíteselo, quíteselo.

T: Qué hiciste ayer? Ayer terminaste la actividad?

Ss: Nooo!

T: Por eso dije que el 99.9% trabajó.

S8: Ñerda, ya te echaron al agua jajajaja.

T: No puedes seguir hoy en las mismas...Tienes que hacer la actividad en clase. Guarda los audífonos.

(The student keeps his earphones)

S8: Esto es de Karlos.

S4: Qué Kalos ni que nada!

T: Ok. Todos están allí? Are you there?

Ss: Claro, sí.

T: Ana, are you there, yes?

(She nods)

T: Ok. Camilo deja la pea allá ombé! (He is arguing with someone)

S9: No telephones...(Rolling her eyes to some classmates)

(Teacher takes a general look to the class and then continues)

T: So, here you can find a description of a problem. A cause because it says “yet most of the East Asian coast is threatened by high human populations and associated agricultural and industrial activities” ...What is the cause described in this part of the text.

S9: hahaha

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T: Hellooo

S10: Las amenazas.

T: Let's analyze. East Asia coast is threatened... Qué dice ahí?

S11: Este de Asia es... amenaza.

T: Es amenaza?

S9: Está amenazado.

T: By whom? by...look at by...

S4: Lo que hacen los human

T: Threatened by human, very good. Human populations.

S4: In associative...

S12: High human populations and associated agricultural activities.

T: What actions people do for threatening the Asian Coast?

S6: Agricultural and industrial activities.

S13: Esa es la primera causa..., señor?

T: yes.

T: Human beings' actions. So let's write here in causes... human population actions... And second... agricultural and industrial activities. (She writes on the board) These two causes produce an effect which is what Karlos said, East Asian coast is threatened. Write it down here...in effects. You see? There is another effect. What is it? There is a word which indicates effect.

(Teacher stops. The students make comments among them and write down in their charts)

T: No escriban todavía hasta que lo hayamos completado en el tablero. Definamos causes and effects.

S5: Usted por dónde va?

T: Otra vez Mauro? By here. What's the problem here?

S6: Disminution of the population of black faced spoonbill.

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S13: Pero eso de qué es? Effect?

S11: Estamos en la causa

S13: Préstenme un borradorrrrr

T: So what word indicates effect? Consequence?

S2: Resulting, resulting!!

S2: Teacher, aquí dice ve...resulting in habitat destruction and pollution.

T: Very good, resulting. This word indicates consequence, an effect. Then write here... habitat destruction and pollution. (Teacher completes the chart on the board)

S3: Esa es una causa, and the consequence is destruction del hábitat.

S9: Teacher, también major important project in Taiwan.

T: Good, major industrial project in Taiwan... cause or effect?

S13: Un borradorrr

S4: Un borrador? (He throws it to her)

S15: Uno de los effects podría ser que el black spoon is... no, ese no es.

S15: Podría ser major industrial project in Taiwan. Ese is the effect.

T: And the cause?

S4: Taiwan is threatened by.

T: Taiwan is threatened.

(A student asks permission for leaving the room)

S16: Ey señor, yo en la carpeta tengo la copia esa.

S17: Ve a buscarla a tu casa, coge la moto.

T: What happen Adri. Dime?

(A students beckons the teacher)

S18: Tengo dolor de cabeza.

T: Todo el enfermo se puede ir previa excusa. Continue please

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T: Teacher, la segunda causa...

S6: Ya la dijeron, sigue hablando.

S19: Quien dijo que yo estoy hablando!

T: Agricultural and industrial activity. (She points at the board)

(The students who left the room minutes ago comes with snacks in a big tray. He put it on the teacher desk)

T: What is that?

(Nobody answers, but smiles)

S20: Échalo pacá, ven.

(Many voices)

T: Cada vez que interrumpen se pierde la concentración.

S21: Yo la tengo, teacher!

Ss: Andaaa!!

T: Continue please. So...

S20: Resulta... teacher ese es el effect?

T: yes

S6: Ay señooooor! Teacher, no repita.

S20: Habitat destruction and pollution.

T: Cuando yo me quedo en silencio es para que ustedes analicen y terminen de anotar.

S21: Continua creciendo los proyectos industriales

T: Humm... a major industrial project is the third problem, a third cause.

S22: No joda seño, este sol fastidia (the sun comes through the windows)

S4: Sapo.

T. Oh yes

S4: Oh sí, teacher le dijo sapo a Luis, lo afirmó teacher.

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T: Nooo! yo respondí a “este sol fastidia”

T: The efect? Look for the word threatened.

S22: cause que Taiwan esté amenazado

(Teacher pauses)

S7: Seño continue. We almost finish

T: Deja que se desenreden allá atrás.

(Some students looking at the board, erasing and rewriting on their charts)

S15: Seño un momento, un momento señorita!

S4: Pendejo.

T: karlos don't offend.

S4: Teacher, Andi está flaco ¿Qué le estará pasando?

T: This isn't the moment to talk about that.

### 3. Transcript of the third class

Conventions:

Observer's comments: (between brackets)

Pause: ...

Teacher: T

Student: S

Several students at the same time: Ss

**Bold:** Voice emphasis

The names of the participants have been changed to protect their identities.

(The teacher tells to the students that they are going to watch some slides about marine turtles. And they will describe them as long as they see the images. She also reminds them to participate in order. Then she presents the slides)

T: Do you know this animal?

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S1: ¿Que si conocemos ese animal?

Ss: Yeees!

S1: The turtle.

S2: Is a Galápagos.

S3: Una morrocoya.

S4: Es un animal marino.

S5: Una tortuga marina.

S6: Is turtle marine.

T: Ah, a marine turtle. And can it stay out the water? Can they live out the water?

Ss: yesss!

T: And ... can a fish live out the water?

Ss: Noo.

T: And why the turtle can live in the sea and out the sea and a fish can't?

S7: Because... ella puede respirar fuera del agua y el pescado se asfixia.

T: ahm because the turtle is air breathing, air breathing (teacher mimes and writes the words "air breathing" on the board)

T: And where is it? What is it doing?

S7: In the water.

T: What waters?

S8: Ocean.

S5: Aquarium.

T: Look at this; what is this?

(Teacher show the seagrass in the picture)

S9: Algas.

S10: Plants of the ocean.

T: Good, seagrass. (Teacher writes the word on the board)

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What is the turtle doing with the seagrass?

S11: playing.

S1: No, food... como es comer? (student asks to his classmate, and he says: eat)

S1: Turtles eat.

T: So, the turtle is playing or eating with the seagrass?

Ss: eating.

S7: No comen fish?

Ss: Nooo!

T: Then we have here a marine turtle eating seagrass. What about this?

S6: Yo me imagino que esas morrocoyas son las más antiguas y ya ella como ha crecido...

S2: Yo le pongo como 140 años.

S7: La están trasladando para otro lugar...para darle una buena (inaudible)

S8: Las están liberando.

S3: Dizque la están liberando, quién la tenía ¿Timochecho?

Laughs

T: Please...

S12: O is dead.

S1: O puso los huevos y la están regresando al mar.

S7: Cuál liberando si a ellas no las pueden tener cautivas.

S8: Señor, yo voy a hablar de las tortugas.

Ss: ahhh, en serio?

S8: Señor que... que yo leí que ellos pueden alcanzar a llegar hasta más de 200 años.

T: Really?

S8: Yes teacher.

S9: Se parece a Mario cuando está aburrido.

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T: Then you think that this man may be releasing the turtle as Dina says or it's dead as Camilo says... Suppose that the turtle is dead... who killed it?

S: Teacher, the people.

S13: A veces las cojen para comérselas.

T: OK. What do see in this image, what more do you know about these turtles?.

S2: Aquatic.

S3: In the photocopy.

S3: In the aquarium.

S2: Live in the aquarium. In the...in the biology teacher is the photocopy about the turtle.

S4: Llegan a la tierra para fecundar... for breeding the eggs.

S5: Oh yeah.

S2: No, no es para fecundar.

S6: Yes, es fecundar.

S2: No, eso no es fecundación. Fecundación es cuando están dentro de ella y se va fecundar y se hace la reproducción...con el marido.

Ss: Ayyyyyy!

S5: Vealo, véalo, no va saber!

S2: Esa es la fecundación.

(Laughs and voices)

T: Hey guys, respect!

T: Where happens in this image?

S8: Están en Santa Verónica.

9: Están en la playa.

10: En san Andrés.

11: Eso es Barahuaca.

12: The turtle is asustada.

T: Now this one, tell me what you think?

S2: Hay corporaciones que se encargan de extraer los huevos que ellas depositan en la arena. Ellos los recuperan, los llevan a los criaderos. Cuando errr .controlan la temperatura se la arena y la profundidad en que la entierran, todas esas cosas. Cuando las tortugas nacen... ellas van saliendo y ellos las ayudan a llegar desde, desde... los metros donde las llevaron hasta la orilla de la playa porque en este... en este lapso de tiempo aaa otro depredador se las pueda comer. Entonces ellos lo que hacen es liberarlas a la orilla de la playa para que se multipliquen más y (inaudible)

S11: Para que regresen a su habitat

S7: Están cogiendo los huevos para trasladarlos a otro lugar.

S8: Para que regresen a su hábitat.

S9: Esos huevos no los venden?

S1: Esos huevos están sucios.

S4: Todos los huevos los venden.

S10: Los huevos los venden.



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S11: Y ponen ese montón de huevos?

Ss: Siii.

S12: Cada una puede llegar a poner más de 30 huevos.

S13: Esos huevos acabaron de salir.

S5: Seño y no hay video?

T: No.

S6: No hay video. (talking to his classmate)

S3: No jodaaa.

(The class continues with the teacher providing students instructions for taking the exam.)

## APPENDIX F

### LESSON PLANS

#### 1. First lesson plan

Class 10<sup>th</sup>

Number of students: 33

Average ages of students: 16 to 19

Unit Number: 2

Level of students: A1- (5 in A2)

Topic: Descriptive report text.

Goal: Development of reading skills

General Objective:

At the end of the lesson, students should be able to develop reading skills in order to identify and understand a descriptive report text.

Specific Objectives:

The students should be able to:

- Identify the structure of a descriptive report text
- Identify the language features of a descriptive report text

Assumed Knowledge: Some verbs, adjectives, and nouns

Description of language item / skill: Reading

Required materials: video beam, computer, photocopies, board, markers of different colors.

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Stage	Objective	Teacher's and students' actions	Type of interaction	Materials	Allotted time
Activating background knowledge	Prepare students for reading the text.	<p>Teacher explains to the learners that they are going to watch a 5 minute video which contains images about dolphins performing some tricks. She also informs that after watching the video she is going to ask them some questions about it.</p> <p>T. plays the video.</p> <p>Then she asks them questions about what they watched. Students answer the questions asked by the teacher.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Where do dolphins live?</li> <li>2. What do they look like?</li> <li>3. What do they eat?</li> <li>4. How long can they live?</li> </ol> <p>After that teacher explains to the learners that they are going to watch another video which contains images and information about some problems the dolphins are facing.</p> <p>After the students watch the second video, the teacher asks some questions to elicit them to talk about it.</p>	Whole class	<p><a href="https://www.youtube.com/watch?v=w8KWY7XZ60E">https://www.youtube.com/watch?v=w8KWY7XZ60E</a></p> <p><a href="https://www.youtube.com/watch?v=Oj465quiNuA">https://www.youtube.com/watch?v=Oj465quiNuA</a></p>	20 minutes

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Activating background knowledge	Prepare students for reading the text.	<p>Questions:</p> <p>1. What is this video about?</p> <p>2. What is the difference between this video and the previous one?</p>			
Presentation	Identify the structure and language feature of a descriptive report text.	The teacher projects the text on the board. The students receive the photocopied text. She tells the learners that they are going to read a descriptive report text written by WWF and retrieved from their blog.	Whole class	Worksheet 1	60 minutes
Presentation	Identify the structure and language feature of a descriptive report text.	<p>She also tells them what a descriptive report text is, as well as what its features are.</p> <p>Teacher deconstructs the text for modeling to the students how to identify its structure and language features.</p> <p>Teacher explains what the purpose of each stage of the text is, and then she reads it phase by phase, aloud, slowly, and doing voice emphasis on clue expressions or words. Students follow the reading on their photocopies.</p> <p>Teacher underline</p>			

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		and explains lexical aspects such as:			
Presentation	Identify the structure and language feature of a descriptive report text	<p>Topic sentence, adjectives, technical vocabulary, action verbs, present tense, linking verbs, generalized nouns, nominalization, repetition, and signal expressions or words.</p> <p>The students highlight or underline them on their own text.</p> <p>After reading each stage, the teacher labels it on the board and the students do so in their photocopies.</p> <p>After that the teacher recall each labeled staged of the text. She reminds the students what it is about.</p> <p>Then she asks student to focus attention on key language to learn to identify content and purpose.</p>		Worksheet 2	

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Controlled practice	Model how to reconstruct the text	Teacher explains to the students that they are going to organize in a chart the information already read. Teacher and students report information to complete the chart.		Worksheet 3	
		Teacher completes the chart on the board. Then the students write down the information in their own chart.			
Evaluation	Guide students to be aware about what they learning.	<p>Teacher explains to the students that they are going to answer some questions in order to reflect about what is taught so far.</p> <p>Students break up into groups of five or six.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What have we done so far?</li> <li>2. What kind of text is it?</li> <li>3. How many stages does it have?</li> <li>4. What information do we find in the classification stage?</li> <li>5. What information do we find in the description stage?</li> </ol>	Group work	Worksheet 4	20 minutes

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		<p>6. What is the purpose of the text?</p> <p>7. Did you learn something new from the reading?</p> <p>While the students are working in their groups, teacher walks around to scaffold all of them.</p> <p>When groups are finished, each one report one of the questions.</p> <p>The teacher reinforces the students' answers.</p>			10 Minutes
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# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

## Worksheet 1

### Descriptive report text

Two stages: Classification and description

#### CLASSIFICATION

### Chinese White Dolphin

#### Give Dolphins a Breath

There are many reasons why the **Chinese white dolphin** (*Sousa chinensis*) is beloved by the Hong Kong people.

#### DESCRIPTION

At the top of the list: its **pink** colouring and its **friendly** nature.

The Chinese white dolphin was first recorded in local waters as early as the 1600s. The dolphins' habitat spans the Pearl River Estuary, and is closely associated with the estuarine mixing zone between the river and the ocean.

On the western coast of the Pearl River Estuary, within Hong Kong waters, the dolphins prefer to stay close to the shore. In particular, they are known to be in North Lantau waters near Castle Peak, Lung Kwu Chau and Sha Chau Marine Park, Chek Lap Kok and Tai O. They are also found in the waters south of Lantau, including Fan Lau and the Soko Islands.

The population inhabiting the Pearl River Estuary, including Hong Kong, is believed to number around 2,500 individuals. During the past few years, there has been a worrisome decrease in the number of young dolphins sighted in Hong Kong waters. These lower numbers could result in a decrease in the population in years to come.

In recent years, the Chinese white dolphin has been facing a number of threats: overfishing, water pollution and heavy marine traffic, along with coastal development. These threats have had a major and cumulative impact on the population for years. It is necessary to take a proactive approach in order to conserve the remaining population of the species before it's too late.

Retrieved and adapted from:

<http://www.wwf.org.hk/en/whatwedo/conservation/species/chiwhitedolphin/>





# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

## Worksheet 2

### Descriptive report text

Instruction: Read and label each part of the text according to its content.

#### Chinese White Dolphin

#### Give Dolphins a Breath

title

There are many reasons why the Chinese white dolphin (*Sousa chinensis*) is beloved by the Hong Kong people.

classification  
introduce the topic

At the top of the list: its pink colouring and its friendly nature.

characteristics

discovering  
and  
habitat

The Chinese white dolphin was first recorded in local waters as early as the 1600s. The dolphins' habitat spans the Pearl River Estuary, and is closely associated with the estuarine mixing zone between the river and the ocean.

particular  
places  
where  
white  
dolphins  
live

On the western coast of the Pearl River Estuary, within Hong Kong waters, the dolphins prefer to stay close to the shore. In particular, they are known to be in North Lantau waters near Castle Peak, Lung Kwu Chau and Sha Chau Marine Park, Chek Lap Kok and Tai O. They are also found in the waters south of Lantau, including Fan Lau and the Soko Islands.



© Lindsay Porter

The population inhabiting the Pearl River Estuary, including Hong Kong, is believed to number around 2,500 individuals. During the past few years, there has been a worrisome decrease in the number of young dolphins sighted in Hong Kong waters. These lower numbers could result in a decrease in the population in years to come.

problems

In recent years, the Chinese white dolphin has been facing a number of threats: overfishing, water pollution and heavy marine traffic, along with coastal development. These threats have had a major and cumulative impact on the population for years. It is necessary to take a proactive approach in order to conserve the remaining population of the species before it's too late.

problem-  
solution

Retrieved from:

<http://www.wwf.org.hk/en/whatwedo/conservation/species/chiwhitedolphin>

# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

## Worksheet 3

Instruction: After reading and labeling the text, write on the right the information of each stage and phase.

Title of the text	Chinese White Dolphin.
Type of text	Descriptive report.
Purpose of the text	To describe the characteristics and problems of the Chinese white dolphins.
Stages	Classification and description.

Stages	Information
First stage: Classification	the reasons why the Chinese people adore the dolphins.
Second stage: Description	
Description 1:	it is pink and friendly
Description 2:	the white dolphin was discovered in China around the year 1600. it lives along the pearl river estuary. its habitat is associated between the sweet and salty mixing waters
Description 3:	In Hong Kong - China, there are some particular places where the white dolphins prefer to stay A. close to the shore B. North Lantau waters near Castle Peak C. Lung Kwu Chau and Sha Chau Marine Park D. Chek Lap Kok and Tai O E. In the waters south of Lantau F. Fan Lau and the Soko Islands
Description 4:	the number of dolphins in the pearl river estuary and in Hong Kong has been decreasing year to year. the number of young dolphins is reduced in Hong Kong. the consequence of this situation could be a high extinction.
Description 5:	the Chinese white dolphins have some problems: A. too much fishing B. contamination of the water C. heavy marine traffic possible solution of the problem: to do actions for protecting the existing number of white dolphins

## Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

### Worksheet 4

#### Instruction:

- Break off into group of 5 or 6.
- Reflect about what you are learning in this lesson. Talk with your partners to answer the questions below.
- Once you finish, report your answers to the whole class.

#### Questions:

1. What have we done so far?
2. What kind of text is it?
3. How many stages does it have?
4. What information do we find in the classification stage?
5. What information do we find in the description stage?
6. What is the purpose of the read text?

# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

## 2. Second lesson plan

Class 10<sup>th</sup>

Number of students: 33

Average ages of students: 16 to 19

Unit Number: 2

Level of students: A1- (5 in A2)

Topic: Descriptive report text.

Goal:

Development of reading skills

General Objective:

At the end of the lesson, students should be able to develop reading skills in order to identify and understand a descriptive report text.

Specific Objectives:

The students should be able to:

- Identify the structure of a descriptive report text
- Identify the language features of a descriptive report text

Assumed Knowledge: Some verbs, adjectives, and nouns

Description of language item / skill: Reading

Required materials: video beam, computer, photocopies, board, markers of different colors.

**Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School**

Class stage	Objective	Teacher's and students' actions	Type of interaction	Materials	Allotted time
Activating background knowledge	Prepare students for reading the text.	<p>Teacher explains to the students that they are going to watch a short video which contains images about a bird called Black-faced spoon. She also in-forms that after watching the video she is going to ask them some questions about it.</p> <p>Once the students watch the video she asks them questions about what they see. Students answer the questions asked by the teacher.</p> <p>Questions:</p> <p>1. What do these bird look like?</p> <p>2. Do they live in the same area all the year?</p> <p>What do they eat?</p> <p>4. Can they find enough food in the areas where they live?</p> <p>5. Are they Threatened?</p> <p>After that the teacher tells the learners that they are going to read a descriptive report text and re-mind them what a descriptive report text is as well as what its features are.</p>	Whole class	<a href="https://www.youtube.com/watch?v=0EQLVyly5CM">https://www.youtube.com/watch?v=0EQLVyly5CM</a>	20 minutes

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Activating background knowledge	Prepare students for reading the text.	<p>She also tells them that they are going to read the text stage by stage and phase by phase.</p> <p>Then teacher asks students to read information about the writer of the article. She presents it on the board. After they read, she explains the information.</p> <p>Information:</p> <p>What does WWF do? WWF's mission is to stop the degradation of our planet's natural environment, and build a future in which humans live in harmony with nature. This organization has two important mission: The first, is to ensure that the earth's web of life biodiversity stays healthy and vibrant for generations to come. They are strategically focusing on conserving critical places and critical species that are particularly important for the conservation of our earth's rich biodiversity.</p> <p>The second is to reduce the negative impacts of human activity our ecological footprint. They are working to ensure that the natural re-</p>			
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		sources required for life land, water, air are managed sustainably and equitably.		Retrieved and adapted from: <a href="http://wwf.panda.org/what_we_do/">http://wwf.panda.org/what_we_do/</a>	
Presentation	Identify the structure and language feature of a descriptive report text.	<p>The teacher projects the text on the board. Teacher explains to the class that they are going to read the text stage by stage and phase by phase.</p> <p>The students receive the photocopy of the text. Then teacher deconstructs the text for modeling to the students how to identify its structure and language features.</p> <p>Teacher explains what the purpose of each stage of the text is, and then she reads it phase by phase, aloud, slowly, and doing voice emphasis on clue expressions or words. Students follow the reading on their photocopies.</p> <p>Teacher underlines and explains lexical aspects such as: Topic sentence, adjectives, technical vocabulary, action verbs,</p>	Whole class	worksheet 1	60 minutes

# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

		<p>present tense, linking verbs, generalized nouns, nominalization, repetition, and signal expressions or words.</p> <p>The students highlight or underline them on their own text.</p> <p>After reading each stage, the teacher labels it on the board and the students do so in their photocopies.</p> <p>After that the teacher recalls each labeled stage of the text. She reminds the students what it is about.</p> <p>Then she asks student to focus attention on key language to learn to identify content and purpose of the each phase.</p> <p>Teacher explains to the students that they are going to organize in a chart the information already read.</p> <p>Teacher and students report information to complete the chart.</p> <p>Teacher completes the chart on the board. Then the students write down the information in their photocopied own chart.</p>		Worksheet 2.	
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# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

		<p>Teacher explains to the students that they are going to answer some questions in order to reflect about what is taught so far.</p> <p>Students break up into groups of five or six.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What have we done so far?</li> <li>2. What kind of text is it?</li> <li>3. How many stages does it have?</li> <li>4. What information do we find in the classification stage?</li> <li>5. What information do we find in the description stage?</li> <li>6. What is the purpose of the text?</li> </ol> <p>While the students are working in their groups, teacher walks around to scaffold all of them.</p> <p>When groups are finished, each one report one of the questions. The teacher reinforces the students' answers.</p>		Worksheet 3.	
			Group work	worksheet 4	

Worksheet 1

## Black-faced Spoonbill

By WWF



### CLASSIFICATION

The Black-faced Spoonbill (*Platalea minor*) is a large white wading bird with a distinctively shaped beak-looking like a spoon, or a “pi pa” (Chinese musical instrument).

The facial skin is bare and black in colour - hence its name. It stands about 76cm high and weighs about 1kg.

### DESCRIPTION

Black-faced Spoonbills breed between March and September on small islands along the western coast of the Korean Peninsula to Liaoning Province, China. The Demilitarized Zone (DMZ) between North and South Korea where human access is restricted is the biggest and most successful breeding area.

In winter, Black-faced Spoonbill migrates southward to their wintering grounds. Confirmed wintering sites include: coastal areas in Mainland China, Japan, South Korea, Taiwan, Hong Kong, Macau, Vietnam, Thailand and the Philippines. Taiwan and the Pearl River Delta area (Mai Po & Inner Deep Bay, Futian Nature Reserve and Macau) are the main wintering sites of Black-faced Spoonbill; together they support over 60% of the wintering population.

The Black-faced Spoonbill feeds on fish and shrimps in shallow water, mainly in coastal areas. Yet most of the East Asian coast is threatened by high human populations and associated agricultural and industrial activities, resulting in habitat destruction and pollution. The Tseng Wen Estuary, Taiwan is threatened by a major industrial project, and pressure on the Deep Bay area in Hong Kong continues to grow.



© John and Jemi Holmes

The Black-faced Spoonbill is only found in East Asia and, with an estimated world population of just 2,700 individuals, is classified as a globally ‘endangered’ species under the IUCN’s Red List. Each year only 30 or so pairs are known to breed.

## Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

With such a small global population, Black-faced Spoonbill is inherently vulnerable to extinction. Its survival is strongly dependant upon the continued preservation and security of their main breeding grounds, availability of unpolluted coastal wetlands abundant with food in their known wintering range, and avoidance of potentially deadly diseases or infections.

On average, 20% of the global Black-faced Spoonbill population in any given year can be found wintering in Hong Kong. The Mai Po gei wai are the core roosting site for Black-faced Spoonbill, and these areas act as a central point for birds to disperse and feed. As such, WWF's management of Mai Po plays a key role in maintaining a vital habitat for this species.

Text retrieved and adapted from:

<http://www.wwf.org.hk/en/whatwedo/conservation/species/blkfacespoonbill/>

Pictures retrieved from: [https://www.google.com.co/search?q=Black-faced+Spoonbill+picture&espv=2&biw=1280&bih=643&tbm=isch&imgil=7FHmuXywfbgK4M%253A%253BhZoxxY9tiTizCM%253Bhttp%25253A%25252F%25252Fwww.birdingintaiwan.com%25252FBirdsintwn%25252FBlack\\_face\\_d\\_Spoonbill.htm&source=iu&pf=m&fir=7FHmuXywfbgK4M%253A%252ChZoxxY9tiTizCM%252C\\_&usg=\\_\\_Gc6Q93JHErRW-grOc\\_vGvXfh7yVw%3D&ved=0CC8QyjdqFQoTCLXM046ZnscCFUpdHgodvaYGyw&ei=Fm7IVbXpNsq6eb3NmtgM#imgsrc=IBKp\\_YryhK-GsM%3A&usg=\\_\\_Gc6Q93JHErRWgrOc\\_vGvXfh7yVw%3D](https://www.google.com.co/search?q=Black-faced+Spoonbill+picture&espv=2&biw=1280&bih=643&tbm=isch&imgil=7FHmuXywfbgK4M%253A%253BhZoxxY9tiTizCM%253Bhttp%25253A%25252F%25252Fwww.birdingintaiwan.com%25252FBirdsintwn%25252FBlack_face_d_Spoonbill.htm&source=iu&pf=m&fir=7FHmuXywfbgK4M%253A%252ChZoxxY9tiTizCM%252C_&usg=__Gc6Q93JHErRW-grOc_vGvXfh7yVw%3D&ved=0CC8QyjdqFQoTCLXM046ZnscCFUpdHgodvaYGyw&ei=Fm7IVbXpNsq6eb3NmtgM#imgsrc=IBKp_YryhK-GsM%3A&usg=__Gc6Q93JHErRWgrOc_vGvXfh7yVw%3D)

# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

## Worksheet 2

Worksheet 2- Retrieved from: <http://www.wwf.org.hk/en/whatwedo/conservation/species/blkfacedspoonbill/>

### Black-faced Spoonbill

By WWF



The Black-faced Spoonbill (*Platalea minor*) is a large white wading bird with a distinctively shaped beak- looking like a spoon, or a "pi pa" (Chinese musical instrument). The facial skin is bare and black in colour - hence its name. It stands about 76cm high and weighs about 1kg.

topic and appearance

Black-faced Spoonbills breed between March and September on small islands along the western coast of the Korean Peninsular to Liaoning Province, China. The Demilitarized Zone (DMZ) between North and

places and period of breeding

South Korea where human access is restricted is the biggest and most successful breeding area.

areas where the birds migrate

In winter, Black-faced Spoonbill migrates southward to their wintering grounds. Confirmed wintering sites include: coastal areas in Mainland China, Japan, South Korea, Taiwan, Hong Kong, Macau, Vietnam, Thailand and the Philippines. Taiwan and the Pearl River Delta area (Mai Po & Inner Deep Bay, Futian Nature Reserve and Macau) are the main wintering sites of Black-faced Spoonbill; together they support over 60% of the wintering population.

Actions that affect the black spoonbill

The Black-faced Spoonbill feeds on fish and shrimps in shallow water, mainly in coastal areas. Yet most of the East Asian coast is threatened by high human populations and associated agricultural and industrial activities, resulting in habitat destruction and pollution. The Tseng Wen Estuary, Taiwan is threatened by a major industrial project, and pressure on the Deep Bay area in Hong Kong continues to grow.

problems

The Black-faced Spoonbill is only found in East Asia and, with an estimated world population of just 2,700 individuals, is classified as a globally 'endangered' species under the IUCN's Red List. Each year only 30 or so pairs are known to breed.

problem solution

With such a small global population, Black-faced Spoonbill is inherently vulnerable to extinction. Its survival is strongly dependant upon the continued preservation and security of their main breeding grounds, availability of unpolluted coastal wetlands abundant with food in their known wintering range, and avoidance of potentially deadly diseases or infections.

Importance of WWF in preserving a central breeding point

On average, 20% of the global Black-faced Spoonbill population in any given year can be found wintering in Hong Kong. The Mai Po gei wai are the core roosting site for Black-faced Spoonbill, and these areas act as a central point for birds to disperse and feed. As such, WWF's management of Mai Po plays a key role in maintaining a vital habitat for this species.



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# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

## Worksheet 3

### Worksheet 3

Instruction: Guided by the teacher, organize in the chart below the information you read.

Title of the text	Black-Faced spoonbill
Type of text	Descriptive report.
Purpose of the text	To describe characteristics and problems of the black faced spoonbill
Stages	Classification and description

a. What is the text talking about?  
the black faced spoonbill bird problems

b. What are its characteristics?  
 • IT is large and white.  
 • IT is a wading bird  
 • facial skin is bare and black  
 • IT is 76cm high  
 • IT weighs about a kilo  
 • ITS beak looks like a spoon or a chinese pipa

c. What are the areas for reproduction?

on small islands along the western coast of the Korean Peninsula to Liaoning Province.

d. What happen in the coldest season of the year?

the birds migrate to wintering sites in Japan and China. Most of them migrate to Taiwan to some small islands in China. the demilitarized zone in South Korea (the biggest)

e. What problems are they facing?

contamination and destruction of their habitat  
 • not enough food (fish-shrimp)



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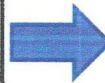
f. What is the evidence of possible extinction of the birds?

• There are an estimated number of 2-7000 birds worldwide

• Just 30 pairs of birds go to breed in a year

**Causes:**

- Human population actions
- Agricultural and industrial activities.
- The major industrial project in Taiwan



**Effects:**

- East Asian coast is threatened
- Habitat destruction and pollution.
- Taiwan is threatened



**Main problem:**

- possible extinction of the black faced spoonbills



**Possible solutions suggested by the author:**

- Preserve and ensure the breeding areas.
- Guarantee unpolluted habitat
- Guarantee food in their wintering range
- Avoid serious diseases and

infections

## Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

### Worksheet 4

#### Instruction:

- Break off into group of 5 or 6.
- Reflect about what you are learning in this lesson. Talk to your partners to answer the below questions.
- Once you finish, report your answers to the whole class.

#### Questions:

1. What have we done so far?
2. What kind of text is it?
3. How many stages does it have?
4. What information do we find in the classification stage?
5. What information do we find in each of the phases?

# Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School

## 3. Third lesson plan

Class 10<sup>th</sup>

Number of students: 33

Average ages of students: 16 to 19

Unit Number: 2

Level of students: A1- (5 in A2)

Topic: Descriptive report text.

Goal:

Development of reading skills

General Objective:

At the end of the lesson, students should be able to demonstrate development of reading skills for identifying and understanding a descriptive report text.

Specific Objectives:

The students should be able to:

- Identify the structure of a descriptive report text
- Read a descriptive report text and reorganize the information in a chart.

Assumed Knowledge: Structure of a descriptive report text and its language features.

Description of language item / skill: Reading

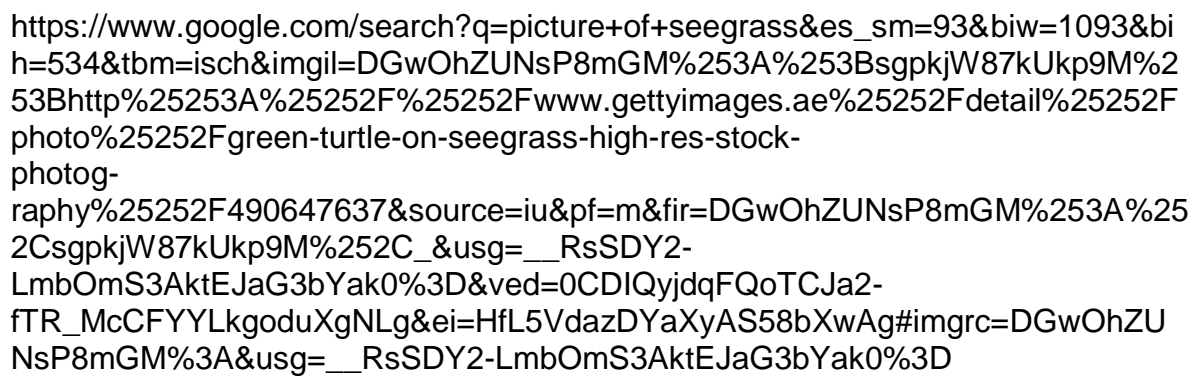
Required materials: video beam, power point presentation, and photocopies.



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Class stage	Objective	Teacher's and students' actions	Type of interaction	Materials	Allotted time
Activating background knowledge	Prepare students for reading the text.	Teacher explains to the students that they are going to watch some slides about marine turtles. And that they will describe them as long as they observe the images.	Whole class	worksheet 1	10 minutes
Evaluation	To know whether participants demonstrate development of reading skills for identifying and understanding a descriptive report text.	<p>After that the teacher tells the learners that they are going to take a reading test through which they will identify structure of a descriptive report text about marine turtle as well as report understanding of it. Also that the text is written by the WWF, and retrieved from a WWF blog.</p> <p>Teacher delivers the photocopies to each one and set instruction for solving each part of the test. Students take the test</p>	Individual	<p>worksheet 2</p> <p>worksheet 3,4, and 5</p>	

## Worksheet 1.



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[https://www.google.com.co/search?q=picture+of+turtles+going+to+shore&espv=2&biw=1280&bih=643&tbm=isch&imgil=9CNYOQeMez\\_RqM%253A%253Be-gHuFjmK4AONM%253Bhttp%25253A%25252F%25252Fwww.tripadvisor.com%25252FLocationPhotoDirectLink-g150813-d1013669-i89551685-Nueva\\_Vida\\_de\\_Ramiro-Tulum\\_Yucatan\\_Peninsula.html&source=iu&pf=m&fir=9CNYOQeMez\\_RqM%253A%252Ce-gHuFjmK4AONM%252C\\_&usg=\\_\\_Edh0xMXFdSFDaD7T8LFO54xNMfc%3D&ved=0ahUKEwiTwrCjwMfLAhWIHB4KHZQOAU8QyjcILw&ei=joXqVpPDKli5eJSdhPgE#imgrc=9NLS9-wjRy6MKM%3A](https://www.google.com.co/search?q=picture+of+turtles+going+to+shore&espv=2&biw=1280&bih=643&tbm=isch&imgil=9CNYOQeMez_RqM%253A%253Be-gHuFjmK4AONM%253Bhttp%25253A%25252F%25252Fwww.tripadvisor.com%25252FLocationPhotoDirectLink-g150813-d1013669-i89551685-Nueva_Vida_de_Ramiro-Tulum_Yucatan_Peninsula.html&source=iu&pf=m&fir=9CNYOQeMez_RqM%253A%252Ce-gHuFjmK4AONM%252C_&usg=__Edh0xMXFdSFDaD7T8LFO54xNMfc%3D&ved=0ahUKEwiTwrCjwMfLAhWIHB4KHZQOAU8QyjcILw&ei=joXqVpPDKli5eJSdhPgE#imgrc=9NLS9-wjRy6MKM%3A)



[https://www.google.com/search?q=picture+of+visitors+watching+turtles&es\\_sm=93&biw=1093&bih=534&tbm=isch&imgil=zEyCUxjsNC9j3M%253A%253BAIDH9TzZctWI-eM%253Bhttp%25253A%25252F%25252Fwww.perthnow.com.au%25252Ftravel%25252Faustralia%25252Fturtle-baby-boom-tipped-as-season-starts-early-at-mon-repos-near-bundaberg-queensland%25252Fstory-fnjiv0r8-1226756052297&source=iu&pf=m&fir=zEyCUxjsNC9j3M%253A%252CAIDH9TzZctWI-eM%252C\\_&usg=\\_\\_i2czF7JPObdpXnfia8HuAorSeCg%3D&ved=0CDYQyjdqFQoTCJi-5v\\_H\\_McCFRSOkgodZoBxQ&ei=t-f5VdiGJpScygTptlaoDA#imgdii=zEyCUxjsNC9j3M%3A%3BzEyCUxjsNC9j3M%3A%3BoCUaM5epYnVOyM%3A&imgrc=zEyCUxjsNC9j3M%3A&usg=\\_\\_i2czF7JPObdpXnfia8HuAorSeCg%3D](https://www.google.com/search?q=picture+of+visitors+watching+turtles&es_sm=93&biw=1093&bih=534&tbm=isch&imgil=zEyCUxjsNC9j3M%253A%253BAIDH9TzZctWI-eM%253Bhttp%25253A%25252F%25252Fwww.perthnow.com.au%25252Ftravel%25252Faustralia%25252Fturtle-baby-boom-tipped-as-season-starts-early-at-mon-repos-near-bundaberg-queensland%25252Fstory-fnjiv0r8-1226756052297&source=iu&pf=m&fir=zEyCUxjsNC9j3M%253A%252CAIDH9TzZctWI-eM%252C_&usg=__i2czF7JPObdpXnfia8HuAorSeCg%3D&ved=0CDYQyjdqFQoTCJi-5v_H_McCFRSOkgodZoBxQ&ei=t-f5VdiGJpScygTptlaoDA#imgdii=zEyCUxjsNC9j3M%3A%3BzEyCUxjsNC9j3M%3A%3BoCUaM5epYnVOyM%3A&imgrc=zEyCUxjsNC9j3M%3A&usg=__i2czF7JPObdpXnfia8HuAorSeCg%3D)



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Text Retrieved and adapted from:

<http://www.wwf.org.hk/en/whatwedo/conservation/species/greenturtle/>

Picture of the marine turtle retrieved from:

[https://www.google.com.co/search?q=pictures+of+marine+turtles&espv=2&biw=1280&bih=643&tbm=isch&imgil=iwpdUFUlaWTrGM%253A%253BxAxEJRoieqXhrM%253Bhttp%25253A%25252F%25252Fwww.earthtimes.org%25252Fpollution%25252Fmarine-turtle-ingestion-plastic%25252F2095%25252F&source=iu&pf=m&fir=iwpdUFUlaWTrGM%253A%252CxAXEJRoieqXhrM%252C\\_&usg=\\_\\_XqfNJQfVjxfhrJ4-\\_27F3G4Tpyw%3D&ved=0ahUKEwj1mcz6w8fLAhUDyT4KHdy-ByMQYjclOA&ei=aonqVvW8NYOS-wHc\\_Z6YAg#imgsrc=ZdSx8CLy7WkavM%3A](https://www.google.com.co/search?q=pictures+of+marine+turtles&espv=2&biw=1280&bih=643&tbm=isch&imgil=iwpdUFUlaWTrGM%253A%253BxAxEJRoieqXhrM%253Bhttp%25253A%25252F%25252Fwww.earthtimes.org%25252Fpollution%25252Fmarine-turtle-ingestion-plastic%25252F2095%25252F&source=iu&pf=m&fir=iwpdUFUlaWTrGM%253A%252CxAXEJRoieqXhrM%252C_&usg=__XqfNJQfVjxfhrJ4-_27F3G4Tpyw%3D&ved=0ahUKEwj1mcz6w8fLAhUDyT4KHdy-ByMQYjclOA&ei=aonqVvW8NYOS-wHc_Z6YAg#imgsrc=ZdSx8CLy7WkavM%3A)

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Picture of the nesting retrieved from:

[https://www.google.com/search?q=picture+of+turtle+nest&es\\_sm=93&tbm=isch&imgil=37jmKsneXo-vwM%253A%253BaZbUn90pqdLI8M%253Bhttp%25253A%25252F%25252Fislandturtlewatch.com%25252Fsea-turtles%25252F&source=iu&pf=m&fir=37jmKsneXo-vwM%253A%252CaZbUn90pqdLI8M%252C\\_&biw=1093&bih=534&usg=\\_\\_kk4O9aKbKzclWljv-t3kFCaIOy4%3D&ved=0CDQQyjdqFQoTCKvE6ZfC\\_McCFYR7kgodticLxg&ei=n-H5Vev4F4T3yQS2z6ywDA#imgsrc=GakHI3QviDbjJM%3A&usg=\\_\\_kk4O9aKbKzclWljv-t3kFCaIOy4%3D](https://www.google.com/search?q=picture+of+turtle+nest&es_sm=93&tbm=isch&imgil=37jmKsneXo-vwM%253A%253BaZbUn90pqdLI8M%253Bhttp%25253A%25252F%25252Fislandturtlewatch.com%25252Fsea-turtles%25252F&source=iu&pf=m&fir=37jmKsneXo-vwM%253A%252CaZbUn90pqdLI8M%252C_&biw=1093&bih=534&usg=__kk4O9aKbKzclWljv-t3kFCaIOy4%3D&ved=0CDQQyjdqFQoTCKvE6ZfC_McCFYR7kgodticLxg&ei=n-H5Vev4F4T3yQS2z6ywDA#imgsrc=GakHI3QviDbjJM%3A&usg=__kk4O9aKbKzclWljv-t3kFCaIOy4%3D)

Picture of the diver retrieved from:

[https://www.google.com/search?q=pictures+of+diver+swimming+with+turtles&espv=2&biw=1093&bih=534&tbm=isch&imgil=C4IN5O8J-rNS1M%253A%253ByM469huuu6xTOM%253Bhttp%25253A%25252F%25252Fwww.padi.com%25252Fblog%25252F2013%25252F12%25252F10%25252Ftop-5-places-to-scuba-dive-with-sea-turtles%25252F&source=iu&pf=m&fir=C4IN5O8J-rNS1M%253A%252CyM469huuu6xTOM%252C\\_&usg=\\_\\_RvqN36mOqF8ThF5M8e0k4gUPA6o%3D&ved=0CDMQyjdqFQoTCNGVpMbL\\_McCFQRDkgodARoMPA&ei=cOv5VdGdLYSGyQSBtLDgAw#imgsrc=S51Sy0W27Rew9M%3A&usg=\\_\\_RvqN36mOqF8ThF5M8e0k4gUPA6o%3D](https://www.google.com/search?q=pictures+of+diver+swimming+with+turtles&espv=2&biw=1093&bih=534&tbm=isch&imgil=C4IN5O8J-rNS1M%253A%253ByM469huuu6xTOM%253Bhttp%25253A%25252F%25252Fwww.padi.com%25252Fblog%25252F2013%25252F12%25252F10%25252Ftop-5-places-to-scuba-dive-with-sea-turtles%25252F&source=iu&pf=m&fir=C4IN5O8J-rNS1M%253A%252CyM469huuu6xTOM%252C_&usg=__RvqN36mOqF8ThF5M8e0k4gUPA6o%3D&ved=0CDMQyjdqFQoTCNGVpMbL_McCFQRDkgodARoMPA&ei=cOv5VdGdLYSGyQSBtLDgAw#imgsrc=S51Sy0W27Rew9M%3A&usg=__RvqN36mOqF8ThF5M8e0k4gUPA6o%3D)

## APPENDIX G

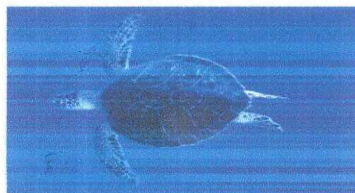
### READING TEST APPLIED AT THE END OF THE PROCESS

#### Reading test: Part 1.

Text retrieved and adapted from: <http://www.wwf.org.hk/en/whatwedo/conservation/species/greenturtle/>

Instruction: Now read and label each part of the text according to its content. Use information from the box below. You can use some of them twice.

#### Green Turtle



Marine turtles (*Cheloniidae* / *Dermochelyidae* families) Sea turtles are air-breathing reptiles remarkably suited to life in the sea. Their hydrodynamic shape, large size, and powerful front flippers allow them to dive to great depths and swim long distances.

classification and appearance

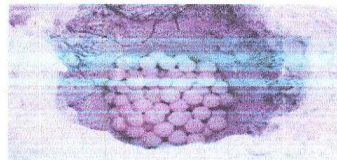
Turtles fulfill important roles in marine ecosystems as they help to maintain seagrass beds and make them more productive. Without grazing by green turtles, seagrass blades grow tall and get choked by sediments that obscure the light and promote disease.

importance of turtle for other animals

Additionally, seagrass consumed by green turtles is quickly digested and becomes available as recycled nutrients to the many species of plants and animals that live in the seagrass ecosystem. Seagrass beds also function as nurseries for species of invertebrates and fish, many of which are of considerable value to commercial fisheries and therefore important to human food security.

cause and effects

Widely distributed in tropical and subtropical waters, the Green Turtle is under threat due to numerous factors, from over-harvesting of both eggs and adults to accidental deaths in nets and long-lines of fishing fleets. The Mediterranean population is categorized as Critically Endangered in the IUCN Red List.



cause and effects

In some areas, there is a worryingly high number of green turtles suffering from debilitating and potentially lethal tumours. The cause of these tumours is unknown, but there is suspicion that increasing chemical pollution levels might be to blame. Green turtles are also widely harvested for meat along many tropical coasts.

WWF is working with governments to develop and enforce regional conservation agreements, such as the Inter-American Convention on the Conservation of Marine Turtles. We also work with local communities in the Indian and Pacific Oceans to ensure that traditional or subsistence extraction levels are sustainable, and where necessary to find alternative sources of income.

ongoing actions to help the turtles

WWF calls for a stop of any further encroachment of the Green turtle's nesting sites in Hong Kong. Known marine nesting sites or any newly discovered sites and surrounding waters should be fully protected from human disturbance.

ongoing actions to...



It is necessary that beach visitors, divers and other visitors avoid disturbing any marine turtles in the water or at beaches identified as marine turtle nesting sites, e.g. Sham Wan on Lamma Island and Tai Long Wan to encourage turtles to come back to Hong Kong to nest. Very few nestings have been reported since 2005.

possible solution for the problem

- Cause and effects. (2)
- Importance of turtles for other animals and people. (2)
- Ongoing actions to help the turtles (2)
- Possible solution for the problem.
- Classification and appearance

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## Reading test part 2

Instruction: Complete the chart by writing down what you understand from the text.

a

What is the text talking about?

The text is about the turtle green and of conservation

b.

What are their characteristics?

- sea turtles are air-breathing reptiles.
- swim long distance.
- to dive great depths.
- their hydrodynamic shape, large size.
- turtles the color green

c. Why are the green turtles important?

Fulfill important roles in marine ecosystems as they help to maintain sea grass beds and make them more productive.

d. In what areas do they live?

widely distributed in tropical and subtropical waters.

e. Who is doing actions for helping the green turtles?

The WWF.



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f. What actions are they doing?

The WWF is working with governments to  
and enforce regional conservation agreements,  
such as the Inter-American conservation of  
marine turtles.

g.

Causes:

- Over-harvesting of both eggs and adults to accidental deaths in nets and long-lines of fishing fleets.
- Chemical pollution levels
- Turtles are also harvested for meat along many tropical coasts

Effects:

- Red list
- There is a worryingly high number of green turtles suffering from debilitating and potentially lethal tumours

Main problem:

is under threat

Possible solution suggested by the author:

protect the green turtles

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APPENDIX H

RESULT OF THE READING EXAM

1. Result of the first part of the exam: Structure of the text.

	ITEMS	YES	NO
1	classification and appearance	31	0
2	Importance of turtles for other animals and people.	31	0
3	Cause and effects.	26	5
4	Ongoing actions to help the turtles	28	3
5	Possible solution to the problem.	26	5

2. Result of the second part of the exam: General and specific information

ITEMS	YES	NO
Report what the text is about.	28	3
Report information about characteristics of the subject in the text.	28	3
Report importance of the subject in the text.	19	12
Report specific information.	23	8
Report factors expressed in the text.	24	7
Report effects expressed in the text.	24	7

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Report those on going actions for solving the problems.	<b>23</b>	<b>8</b>
Report possible solutions proposed by the author.	<b>25</b>	<b>6</b>